

Skills For Life

Well Being and Life Skills for Emergencies

**Life Skills and Psychosocial Support for Children
and Youth in Emergencies**

**Government of South Sudan,
Ministry of General Education and instruction**

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1. Introduction

The Skills for Life Tool Kit has been designed to help teachers teach children and youth about important skills they need to help them lead a better life during emergencies. The Skills for Life Tool Kit contains:

1. A Flip book to use in class with the pupils
2. A Teacher's Guidance Manual to help the teacher understand and teach using the flip book and the TCOC E
3. Posters to use in school or the community

1.1. What is an emergency?

An emergency is when something unexpected happens that is serious and dangerous. An emergency can be small like a car accident or it can be big like a war with another country. The emergency can be the result of natural disasters like drought, famine, or flooding. The emergency can also be the result of conflict and fighting between countries, tribes or communities. Conflict can cause people to leave their homes, and even their countries. South Sudan has experienced many emergencies in the past 20 years. This has left people damaged both mentally and physically. The country still has many dangers like landmines and a militia presence.

1.2. What is education in emergencies?

Education in emergencies is a series of activities to start up learning quickly or to help schools continue during an emergency like a war or disaster. Education in emergency activities try to support long-term educational needs in the country.

1.3. Why is starting education in emergencies important?

Children and youth who have experienced conflict or natural disasters have a right to education and protection, and their communities prioritise schooling. Education can support psychosocial well being, promote recovery and social integration. Education reduces the psychosocial impact of emergencies like conflict and disasters by giving a sense of normalcy, stability, structure and hope for the future. Education can save lives by providing physical protection from the dangers and exploitation that can happen in an emergency. By teaching key survival messages and ways of self-protection, children and youth will cope better in an emergency and stay healthy and safe.

1. Education is a right for all

South Sudan has signed the Convention on the Rights of the Child, (CRC) which states all children have a right to go to school at all times before, during and after emergencies. Emergencies can affect the education opportunities for children and youth because the schools may close, be a target for attacks and abductions or be a base for armed forces. In an emergency the pupils may move away to an area that doesn't have a school. Irregular school attendance means pupils will fall behind with their learning or exams and may drop-out of school. Some children who have never been to school may move to a refugee or IDP camp and have the chance to attend school for the first time. Education in emergencies activities support teachers and communities to find a safe space so children and youth can continue learning and realise their right to education.

2. Education protects

When children attend school in a safe and supervised environment it can protect both body and mind. The school routine and lessons provide a sense of normalcy for the children and help them cope with the difficulties around them. In a safe supervised environment the risks of abduction, exploitation, violence and landmines is reduced. Parent and community members know their children are in a safe space and can continue income generating activities.

3. Education is prioritised by communities:

Learning opportunities provide hope for a better future. Children, parents and community members want their children to learn and it is their priority in an emergency. Children and communities make a strong link between going to school and their hopes for their life in the future. Working together to construct or manage a school can help to rebuild communities.

4. Education can be life-saving: Emergencies leave children with reduced services such as poor water and sanitation leading to an increase in the spread of disease and exposure to HIV infection. Learning skills on how to reduce these risks is important.

5. Education can be life-sustaining: Education offers structure, stability and hope for the future in a time of emergency. By teaching key survival messages and ways of self-protection, children and youth will cope better in the emergency and after it.

1.4. Why is the role of teachers important during emergencies?

Teachers play a central role in a child's life and can provide social support by allowing them to express their concerns, make choices and develop good communication skills. Teachers can help children learn through sports, cultural and play activities. Such activities can help children relieve some of their stress, which is especially important before, during and after emergencies, when it is more difficult for children and adults to relax. Teachers can help communities to treat girls and boys the same, to keep girls in school and help them finish their education. For teachers to provide support, it is important that they are good role models for their students.

1.5. How does the Skills for Life Tool Kit help teachers and pupils in an emergency?

The Skills for Life programme will provide pupils and youth with information and skills on important life skills topics and on psychosocial well being.

Life skills are the skills and knowledge we need to live healthy lives - mentally, emotionally and physically.

Psychosocial well-being is a feeling of happiness and good health in our body. To have a good sense of well-being, we sometimes need psychosocial support to help us cope when we face difficulties. This is especially important when something unexpected happens which is serious or dangerous, like an emergency. Children, youth and adults feel more vulnerable than normal and need help.

The Skills for Life Tool Kit shows teachers how to help their students with skills to protect themselves, mentally and emotionally, before, during and after emergencies.

The Skills for Life Tool Kit has five modules:

1. Psychosocial well-being

2. Inclusion and access
3. Peace and conflict resolution
4. Protection
5. Health

1.6. What is the Teachers' Code of Conduct for Emergency Situations and why is it important for this Tool Kit?

The Teachers' Code of Conduct for Emergency Situations was written to complement the South Sudan Teacher Code of Conduct (2008). In an emergency situation the teachers may not have been trained on the full Teacher Code of Conduct. The Teachers' Code of Conduct for Emergency Situations helps teachers to understand how to behave and be a good role model for their students during an emergency. It concentrates on the particular protection and safety concerns that teachers need to be aware of during an emergency.

Each module in the Skills for Life Tool kit encourages teachers to follow the TCOC E and to demonstrate responsible and supportive behaviour. The full Teachers' Code of Conduct for Emergency Situations can also be found in this manual on in Annex 1.

2. How to use the Flip Book and Teacher's Guidance Manual

This Teacher Guidance Manual and the Flip Book are for teachers with limited education and experience to help them teach life skills. The teacher does not need to be an expert on the topics to teach children and youth some very useful skills.

The Teacher Guidance Manual or TGM and Flip Book are divided into five modules:

1. psychosocial well-being and support
2. inclusion and access
3. peace building and conflict resolution
4. protection
5. health

The Flip Book is used in the class with pupils and contains pictures, messages and instructions to help the teacher. The Teacher Guidance Manual contains information to help the teacher learn more about the topics, how to manage the class and has activities to be conducted in class to complement the Flip Book.

The TGM is designed to be used with the Flip Book.

2.1. Using the Flip Book

The Flip Book has 56 pages. Each page in the book has two sides. The book is designed to be held with the picture side facing the pupils. The side facing the teacher has the instructions on how to use the picture, the questions to ask and the activities to conduct.

How to hold the Flip Book

The picture is designed to be used by the class. Hold the picture up high as all the pupils need to see the picture. Hold it away from your face. You can ask a tall pupil to help you but you must still be able to see the back page so that you can follow the instructions.

The instruction page

The important parts of the instruction page are show below:

Small picture message	Heading	
	Instructions	Need to insert photo of a typical page
Actions for teachers		
Code of conduct		

In the first lesson ask the class which language is best for you to speak: English, Juba Arabic, or a tribal language.

The instruction page has words highlighted in colours. These words are to guide the teacher and the colours help the teacher to keep their place on the page. These words are a short cut to help the teacher understand what to do. However you must prepare before the lesson so that you know how to manage the class when there is pair work, group work, agree-disagree or a game.

Using the picture:	Has questions or activities for the pupils to do when they look at the picture
Ask and listen:	Read the question to the group. Wait for the group to provide answers and listen carefully.
Answers:	Listen to all the ideas then tell the class which is the correct answer. Explain why it is correct. If the group cannot answer the question correctly, read the answer(s) after they have tried to answer the question.
Explain:	You can read these words out or use your own words.
Role play:	Acting out a story or experience
Read:	Read out loud a riddle or story
Say:	You can read these words out
Practice:	The teacher must make the pairs or groups so that the pupils can practice the skill
Sing:	Sing a song
Pair work: Pair discussion:	Two pupils working together and discussing the answers
Group work: Group work discussion:	4-6 pupils working together. A chance for the pupils to ask questions, give their opinions and listen to other ideas within their group.
Game	A fun activity often conducted outside.
Agree-disagree	Pupils have to decide if they agree with a sentence and move to the appropriate sign.
Demonstration:	The teacher shows the pupils how to do something
Conduct the activity:	The Flip Book has some instructions in red Conduct the activity.

	The space to explain the activity is not enough in the Flip Book. The instructions for the activity are in the TGM on the page given. Because they activities are often participatory, it is important that the teacher reads them through before the lesson.
Draw:	Individual or group draw a picture
Story	Read and act out a story
Summary	The important points of the lesson
Visualisation:	Closing your eyes and imaging a situation in your mind.

Action for teacher

This section informs the teacher of the activities to be used with the Flip book that can be found in the Teacher Guidance Manual (TGM). It also gives some ideas of other ways to use the picture and to practice writing, or maths or drawing. Any materials that the teacher needs to use in the lesson are listed here so the teacher can prepare/collect them.

Code of conduct

Key messages from the Teachers' Code of Conduct for Emergency Situations related to the topic of the lesson are written here to remind the teacher of their role and how to behave with pupils.

2.2. Preparation

- Read the module in the flip book and TGM carefully from beginning to end before the lesson so that you understand the subject and activities. During the lesson you will need to answer the pupils' questions confidently and explain new words.
- Collect the materials for each module a few days before you need them. If the materials are used in a special way, practice using them before the lesson.
- At the end of the lesson, collect the materials and keep them safe until the next time you need them.

Being well organised and prepared is very important. It makes the teacher feel confident about what they are doing and in turn this relaxes them in front of the group.

It is important to remember that any learning is a continuous process and it is unusual that we do not make mistakes or that we cannot improve on things. If things did not turn out the way you had expected, what you should worry about is not whether you could have done better but what and how you could do better next time. Also, it is nearly impossible to please every single pupil. If you have managed to encourage learning among the majority of pupils, then it a job well done!

2.3. How to conduct a lesson

Before the lesson

1. Turn the Flip Book to the correct page. Read the message, actions for teachers, and activities you will conduct in the lesson.
2. Sometimes the instructions ask you to start with an activity using the TGM or to play a game outside. Turn to the correct page in the TGM.
3. Get materials from the tool kit ready for the lesson if they are needed.

Remember: speak slowly, be clear, and stop and allow time for the group to ask you questions.

At the start of the lesson

1. Greet your pupils
2. Review the last lesson. Ask the following questions:
 - Can you tell me what we learnt in the last lesson?
 - Did anyone share this with their family? Can you tell the class about it?
 - Did anyone practice the activities/skills? Can you tell me about what you did? What happened?
3. Hold up the flip book so the pupils can see the picture.
4. Follow the instructions on the back page.

At the end of the lesson:

5. Check the pupils learning using pair share. Ask the following questions:
 - What 2 things did you learn today?
 - What information was new?
 - What did you like doing the best?
 - What will you share with your family?
6. Thank the class for participating. Remind the pupils that they can ask you questions if they didn't understand anything.
7. Remind them to tell their family and friends what they have learnt.

Flexibility in the lesson:

Each Flip book instruction page contains 5 -8 activities. They should not be conducted all in one lesson. Some activities will take longer than others. Some classes will take longer to discuss a picture than other classes. So it is up to the teacher to manage the time and activities. Remember if you go too fast, the pupils will be frustrated that they cannot finish the activity. If you go too slowly, the pupils may become bored and disruptive.

Tips for good time management of lessons:

1. Be prepared and have your teaching materials ready. Practice any activities you are not familiar with.
2. Begin on time and finish on time. If the pupils think they will miss something they will make the effort to arrive on time. If you start late, the pupils will not make an effort relying on the fact you will only start when they are there.
3. Get the pupils' attention before you start and keep it by conducting the session at a good pace – not too fast and not too slow.
4. If there is not enough time to finish the activity, extend it. The pupils will feel frustrated as they do want to finish.
5. If there is too much time, pupils will feel bored.
6. Keep the classroom tidy and put paper, pencils and other materials back in their correct place.
7. Tell learners the instruction before changing activity/moving: in many situations pupils start the activity or move while the teacher is giving instruction. Tell pupils they must listen to your instructions BEFORE moving/starting.

2.4. Messages

Each page of the Flip Book has a message. We want the pupils to learn this message and understand it fully. The message will remind them of the skills they have learnt and the behaviour we want them to practice.

How do we learn and practice the messages?

1. The teacher reads the message out loud with their finger under each word. Say the words clearly so every pupil can hear.
2. Ask the pupils to repeat the message after you.

3. First read the message in a normal voice. Then ask the pupils to read it in a quiet voice / loud voice / a high voice and a low voice.
4. Read the message then clap 3 times
5. Turn the message into a chant like a football chant.
6. Sing the message to a tune the pupils know.
7. If the pupils can write, ask each pupil to write the message in their note book
8. Pupils write the message as they say it, with their finger on the floor,
9. Pupils write the message as they say it on the back of their partner with their finger.
10. At the end of the module, play 'Missing the message (Chinese whispers)' with the message. Arrange the class in teams. Whisper one of the messages to the team leader. They whisper it to the next member of the team. The last team member writes / tells the message to the teacher.

3. Methods

3.1. Using the picture

Hold the picture so all the pupils can see it. The instruction page has some questions to ask the pupils for example:

- What can you see?
- Describe the children?
- What are they doing?

Give the pupils time to look carefully at the picture and the answer each question in turn. If the pupils don't know the name of something in the picture this is a good time to teach them the word, how to say it and how to spell it.

Relate the picture to the environment around you, and in the community. You can ask: How is this picture the same as this school/community? How is this picture different to this school/community?

During and after the lesson, let pupils look at the picture again in small groups of individually. Some pupils will be very interested in the pictures, others may not have seen the pictures clearly in the class.

3.2. Question and answer

The life skills modules use questions a lot in many different ways. The important questions are written in on the instruction page. The teacher can ask other questions too. We also want to encourage the pupils to ask questions. More information on how to ask questions, choose pupils and manage the answer can be found in section 4.3

3.3. Stories

Stories are used in the Skills for Life programme to illustrate concepts for the pupils and to bring the lessons to life. The teacher should practice reading these stories out loud before using them in the lesson. Then the teacher will be able to tell these stories in a lively manner, without reading directly from the page. Many of the stories are used with role play activities. Children and youth enjoy stories especially traditional stories so tell you own stories or ask children to retell stories they know. You can also ask children to collect stories from their family or elders.

When you tell a story, make sure the pupils are all silent before you begin. At the end of the story you can ask some questions. Other activities include:

- Using pair work so pupils can retell the stories to each other.

- Asking children to draw their favourite part of the story or a character in the story.
- Older pupils can write the story in their note books.

3.4. Role Plays

Many of the life skill modules use role play activities or short dramas. It is very important that there is enough space to perform the role play. You may need to make some space or go outside for the role play. Sometimes role plays need some items to help explain the story like a walking stick or string. Try to find things in the class that can be used.

There are 2 types of role play.

Role play acted out in front of the class. This role play involves some volunteers from the class who act out a story or situation that the teacher reads in front of the class. It is important that the teacher chooses confident pupils who will play the parts in the role play before the lesson starts. Sometime the teacher can write out the words the pupils needs to use in the role play and the pupils can practice before the lesson.

Role play when everyone takes part in pairs or small groups. The purpose of this role play is to practice a skill. In these role plays the pupils develop their own drama and what they will say.

All children and youth enjoy role play. You can practice stories many times. You can also ask each group to perform their role play or short drama to the class.

3.5. Use of pair work activities: We use pair work so that pupils practice talking about their ideas and before they are discussed in a larger group. It helps pupils become more confident at speaking in front of others. It means that every pupil has to think about the answer to the question and has the chance to give their opinion to their partner. It also prevents one or two confident pupils dominating the discussions.

Pair share: this means sharing the answers to questions in pairs. We use this at the end of the lesson to thing about what everyone has learnt. The questions for pair share are:

- What 2 things did you learn today?
- What information was new?
- What did you like doing the best?
- What will you share with your family?

3.6. Agree-disagree

We use this activity to make pupils think and make a decision about factual information. For this activity there needs to be space for all the pupils to stand and to move to one side or the other of the class. It may be easier to take the pupils outside for an agree-disagree activity. Before you start put the signs Agree and disagree at opposite sides of the class or compound.

Explain clearly to the pupils that you will read a statement to them two times. They must think about the statement. If they agree with the statement they walk to the agree sign. If they disagree with the statement they walk to the disagree sign. All the pupils in the agree and all the pupils in the disagree group must think of the reasons they made this decision. The teacher will then ask each group for their reasons. After listening to each group, the teacher can give the correct answer and explain it.

Pupils (and teachers) really like this activity. Everyone has to take part and make a decision and there can be a lot of discussion about the reasons for choosing agree or disagree. The discussion is good as long as every one take part and it is not dominated by one or two pupils. Pupils practice making a decision and explaining the reasons why. They will also

listen carefully to the answer at the end. Each statement could take 5 minutes or more so do not hurry this activity.

It is very important that everyone is silent when you read the sentence. You must read the sentence slowly and clearly.

3.7. Sing a song:

Songs are very helpful in life skills lessons. They practice words and messages, everyone can take part, and they make pupils feel happier. Some songs are given in the instructions. Sing the words to a tune you know or make a tune up and clap along.

You can use a favourite song to start a lesson if pupils are feeling sad or scared.

You can use a song to finish a lesson to make pupils feel happy before they leave school.

3.8. Read the Riddle

A riddle is a word problem that we use as a guessing game. The teacher instructs the pupils to guess what we are talking about in the riddle. Tell the pupils to raise their hands when they know the answer and not shout it out. Read the riddle out our two times in a slow and clear voice.. Then ask some pupils for the answer. You can also ask the pupils to write their own riddles.

3.9. Demonstration

When the teacher shows the pupils how to do something like how to wash their hands correctly this called a demonstration.

Make sure you have all the items needed for the demonstration.

Prepare the place for the demonstration – do you need space or a table? It is important that all the pupils can see you during the demonstration.

Show the skill and talk at the same time. Ask the pupils what you are doing and listen to their answers. Then explain what you are doing. You can demonstrate the skill two times.

3.10. Visualisation

A visualisation activity is when we close our eyes and create pictures in our heads. These may be memories or we may create new pictures and scenes. We use visualisation to help us understand feelings and make decisions. Ask the pupils to sit comfortably and close their eyes. Talk slowly and softly and tell them what you want them to think about. The questions we ask will include: I want you to think about how you feel when this happens? What do you want to do? The pupils do not have to give an answer when their eyes are closed.

Do not rush this activity. Give the pupils the chance to create the pictures or memories.

After a few minutes ask the pupils to open their eyes and ask the questions again for the pupils to answer.

3.10. Games:

Games create a meaningful situation for a student to practice what they have learnt. Games motivate children to learn and are fun. The instructions for the games are given in the TGM.

Most of the games need to be played in a large space like the school compound.

4. Classroom management

This Flip Book and TGM is full of activities that require organizing pupils into pairs or small groups. The instructions frequently give the direction to do this but not the method. The teaching techniques for forming pairs and small groups are below:

4.1. Forming Pairs

1. Ask girls to turn to the person on their right (or left). This person is their partner.
2. Form pairs by dividing the total number of pupils in half. Ask each pupils to count in turn from 1 up to the number that represents half of the total. For example, if you have 20 pupils, they will count up to 10 and then start again at 1. The two people who have the same number are partners (the 1s, 2s, 3s, etc.).
3. "Language" partners: For groups that have mixed languages, ages or abilities, the teacher can arrange for a strong and weak/ old and young pupil to pair up and work together on activities.

4.2. Ways to Form Groups

1. If you want to have groups containing 6 pupils, choose 6 pupils sitting next to each other, or in the same row. If you have desks in your class, ask 3 pupils to turn around and work with the 3 pupils behind them.
2. If you want a particular number of groups divide the number of pupils in the class by the number of groups that you want e.g. 4. For example if there are 20 pupils in the class and you want 4 group, $20 \div 4 = 5$. There should be 5 pupils in each group. The first 5 pupils form the first group, the second 5 pupils form the second group and so on.
3. Mixed groups. Ask pupils to count off by 4s. One by one, each participant will say a number (the first pupil says "1", the second says "2," and when it is the fifth participant's turn, they will start again at 1). When everyone has counted, instruct pupils to form groups with people who have the same number. In the end, you will have 4 groups.
4. Let pupils form their own groups. This should be used only rarely as many pupils will only want to work with their friends and other pupils get left out. Regularly changing the person who you work with and discuss ideas with is more interesting.

4.3. Good questioning techniques for teachers

1. Questions should be brief and clear. The teacher should use language that the children can understand.
2. Ask a question to the whole class then pause for a few seconds before you select a child to answer. In this way, the whole class thinks about the answer as they may be chosen by the teacher. If you name the child to answer straightaway, many children will not think about the answer because they know they will not be chosen.
3. Ask several different children the question to get different views.
4. Rephrase the question in simple language to help the child answer the question if they have a problem understanding it.
5. Asking children questions in order in the classroom gives the chance for children to listen and prepare the answer before it is their turn. For example: How many people live in your house?
6. Asking children questions in random order in the classroom keeps the children's attention on the activity. BUT it is important to remember to ask all the children a question if possible. Don't miss some out.
7. Ask hard and easy questions to challenge all the children. Clever students can be asked harder questions while weaker students can be asked easier questions so that all children are challenged yet feel a sense of achievement.

Techniques a good teachers/teacher uses to handle answers.

1. When an answer is correct say so.

2. When an answer is part correct, say so and show where the child is wrong.
3. When the answer is wrong say so nicely before asking another person to answer.
4. Ask the question in simple language if the child doesn't understand it.

Calling out

- When pupils want to participate they will often shout out the answer. The fact that they want to be selected to answer the question is good but the shouting is disruptive for the activity.
- The teacher should give clear instructions for pupils to raise their hands and not to shout out. Then, only select those who raise their hands and are quiet.
- Use positive reinforcement when selecting pupils. A good phrase to use when selecting a pupil is to say "I like the way Anna raised her hand and didn't shout out the answer".
- If a pupil is shouting out, ignore them. But if the pupil raises their hand and doesn't shout, select them to answer to reinforce the good behaviour.

4.4. Good instruction techniques for teachers

Good clear instructions that the pupils easily understand increases the time spend on the learning activity. Before a teacher gives instructions for making groups or an activity, he/she must have ALL the students' attention. That means that the children must stop what they are doing, pencils down, books closed with their attention on the teacher. The instructions must be given to the students before they divide into groups or pairs or start an activity. Short, clear and simple instructions with appropriate gestures are the most effective. If necessary the instructions can be repeated and then checked with the students. If they can tell the teacher what they have to do, they have understood the instructions. Poor instructions can result in confusion in the classroom, frustration on behalf of the students who don't know what to do, and on behalf of the teacher who thinks the students are wasting time.

When we give instructions it is important to

- Get the attention of the pupils
- Look at the pupils using good eye contact
- Use simple clear language
- Use gestures and body language
- Be polite
- Repeat the instructions
- Give the task clearly and then tell the girls to start.

Good instructions are accompanied with gestures.

4.5. Managing group discussions

Managing group discussions is an important skill for a Teacher. The Flip Book and TGM encourage discussions. There are many questions that we want you to ask which will also involve lots of responses from all the pupils and these will need to be managed. We want the pupils to speak freely, but not to go off the subject. We want every one to talk, and not have 1 or 2 pupils dominate the discussion. We want even the shyest pupil to take part. We want lots of ideas and not the same ideas repeated many times.

Tips for managing discussions

- Give praise for good ideas and behaviour. Always reinforce the positive. Instead of shouting at the pupil who is interrupting, praise the other students for how well they are taking it in turns to speak. The teacher's attention is now on the good behaviour rather than the bad.

- Use simple techniques or silent signals e.g. When a student is not listening - Touch your ear

For interruptions

- Use eye contact to look/stare at the pupil interrupting,
- Pause in mid-sentence and stare at the pupil interrupting
- Say "It is x turn now, so please listen to her."
- When a student is talking out of turn - Touch your mouth
- Use non-verbal signs at the pupil talking too much e.g. hand signals

Shy pupils

- Use eye contact and nodding to encourage a pupil to speak
- Call on the student to respond e.g. ask them a question, or ask if they agree
- Discuss the question in pairs first and then have each pair give one idea.
- Give the shy pupil time to answer. If she is thinking, say, "Anna, think about your answer, I will come back to you after James".

Teachers should never:

- Shout at individual pupils
- Use threats
- Never humiliate a pupil. Humiliation can feel as bad as violence. A pupil may avoid coming to the peer education group if they are humiliated by the teacher or other pupils.
- Use physical force or violence.

4.6. Encouraging good behaviour with positive reinforcement

Teachers are often shouting at noisy students and asking them to be quiet or to work harder. The noisy students like this, as it gives them attention from the teacher. Quiet, hard working students only get any of the teacher's attention when they answer a question in front of the class. What happens if the student is shy and doesn't raise their hand? The teacher may never give them any attention.

In the Skills for Life programme we encourage teachers to give their attention and provide positive feedback to encourage good behaviours and not to recognise bad ones. Providing positive feedback or praise involves three principles: recognition, affirmation and praise.

Recognition is used to raise self-esteem in learners. Recognition can be a smile, pat on the back, direct comment on why the teacher is pleased with the performance. Recognition can be participative, immediate, physical and fun with a chant or drum roll or clapping. Research has shown that students are not always concerned with what the recognition is, they just want to be among the students who gain the recognition.

Affirmation means repeatedly stating the truth about the learner's best qualities. How many times do facilitators tell the class when they are on task and quietly working hard? Affirmations are used to reinforce the desired behaviour. To encourage pupils to share their ideas use affirmation. For example "I really like the way Anna explained her idea so clearly." "I really like the way you are all listening carefully to me"

Praise needs to be personal and based on the pupil's performance. Praise needs to be given directly to the person and relevant to the situation. It should also be sincere and true.

It is always good to hear something good about ourselves. It makes us feel good and raises our self esteem. Far too often all we hear are bad or negative comments about ourselves. As teachers, part of our role is to raise the self-esteem of the pupils in our group. Using praise or

positive reinforcement can really make a difference. Positive reinforcement means saying what is good when you see it.

4.7. Managing conflict

When pupils from different backgrounds are in the same group, some conflicts may arise. As a teacher, it is important to make pupils feel that you are fair, neutral and respectful.

Tips

- It helps to set group rules together.
- Do not make fun of pupils' comments, and avoid embarrassing them.
- Do not say directly that their comments are wrong. Say "I understand/respect your viewpoint but I do not agree."
- If the conflict has nothing to do with the session content, move to another activity.
- Use a fun game or exercise to reduce tensions and build group relations.
- If you know which pupils have a conflict with one another, especially those with personality clashes, avoid putting them to work in the same group.
- If you notice a pupil who tries to disrupt the session, talk to them individually afterwards in a polite and respectful way about what the problem is.

Remember that there are always pupils who want special attention from the teacher, and being disruptive is one way to get attention. Disruptive behaviours are: talking too much and dominating the discussion, always joking around and trying to be funny, disregarding the rules set by the group, regularly disagreeing with the teacher or introducing issues that are not relevant to the topic. Generally pupils who do this want to get individual attention from the teacher because they want to be recognized as somebody special, intelligent or important.

5. Activities for other school subjects

In the Actions for Teacher section there are suggestions of ways the picture and Skills for Life programme can be used to practice writing, language, maths and drawing.

Writing

Finish the sentence e.g. I like the Skills for Life programme because....

The pupils can write and finish one sentence or write many sentences.

Write the story or role play that was practiced in class.

Write the script for a role play

Write a riddle

Language

Use the picture to tell the words for each thing. Say the word, spell the word and write the word. This will help pupils learn and improve their English.

Rhyming words. One way to learn new words, how to say and spell them is to find all the word that rhyme. For example right. Rhyming words include: fight, night, bite, kite, height, light, might, sight, tight, white, write. Older pupils can write poems using rhyming words.

Maths

Younger pupils can count the number of items in a picture.

6. Monitoring and evaluation

At the end of each lesson, it is important to find out how much the pupils have learnt. If the pupils have a problem with part of the lesson and don't understand it, you may have to teach it again. When we ask the pupils to think about which part of the lesson they enjoyed and what they learned it contributes to the learning process.

At the end of the lesson we check the pupils learning using pair share. We ask the following questions at the end of each lesson.

- What 2 things did you learn today?
- What information was new?
- What did you like doing the best?
- What will you share with your family?

It is also important that the teacher thinks about the lesson. It is a good habit for teachers to answer a few simple questions at the end of each lesson during the pupil pair share. Write the answer in a notebook or TGM.

- What went well in the lesson? Why?
- What would I do differently next time?
- Which part of the lesson did the pupils seem most interested in? Why?
- Which part of the lesson did the pupils seem least interested in? Why?

A nice way to find out how well the lesson went is to have "Smily pots". Have 3 pots or containers (or draw 3 circles on the floor). Draw a happy face on the first pot, a neutral face on the second pot and a sad face on the third pot. After the first lesson ask each pupil to bring a small stone to class the next day. At the end of the second lesson, ask each pupil to put their stone in the pot that shows how they felt about the lesson.

7. Learning Principles and Practice

The box below is a reminder of some important principles and practices of teaching to remember in each lesson. Children and youth come to school with a great deal of experience and have many things to share. It is important that all pupils participate in activities, answer questions and learn.

Important Principles to Remember

- Create a **safe** learning environment.
- Be friendly and encourage the pupils to speak.
- Encourage **all** the pupils to speak, ask questions and share ideas.
- Comment positively on what the pupils say and listen carefully. **Praise** them for their efforts.
- Do not laugh or stop a pupil from speaking if they say something incorrect. Allow them to continue and thank them for their contribution.
- Ensure confident pupils do not dominate the discussions. Encourage all pupils to give an answer and take part in the discussion. However do not demand that a shy pupil must answer in front of the group. Listen to their ideas during pair work and encourage them to talk in the large group when they are ready.
- Promote conversations and questions that allow young people to explore and clarify their values as they develop a sense of themselves.

- Remember that young pupils may have limited experience with a topic. Role plays or stories may have to substitute for real-life experience.
- Be sure that throughout the session there is an opportunity for **thinking, acting** and **feeling**.
- Encourage humour and use interactive games so that the lessons are participatory and **fun!**

8. Teacher support

Support each other:

An emergency can affect everyone in the community – children, youth, adults and teachers. Teachers may have experienced the personal loss of a family member, their home or job. They will be experiencing reactions to the event and it is important to recognise this. We place a lot of responsibility on teachers to teach and take care of children in schools during emergencies. It is important to recognise the stress the teacher has experienced and the impact it may have on the teacher's ability to educate and respond to the emotional needs of children. Even experienced teachers may find it difficult to cope with crisis and the new challenges faced. They will be experiencing high levels of stress themselves. High stress levels will gradually shut down our higher order thinking skills and as a result we may become more dependent on rote learning activities.

Remember:

- That many of the psychosocial problems we have like sadness, grief, anger, nightmares etc are all normal reactions to an abnormal event.
- Acknowledging and sharing your feelings may help recovery.
- We each have different ways of coping and different levels of resilience.
- Teachers need psychosocial support too
- Know that it helps to understand the causes of stress.

Possible coping mechanisms

- Talk about the problem with someone you trust
- Receive advice
- Read the bible or Koran
- Pray and look for spiritual help
- Try to be useful and do an activity
- Stay with a friend to feel safe
- Move to a more secure environment to protect your family and yourself
- Participate in communal work
- Join in recreation activities
- Participate in sport or other physical activities
- Sing or listen to music
- Participate in rituals and ceremonies
- Follow a daily routine
- Practice relaxation techniques

As with children, the signs that a teacher may need psychosocial support will vary. Sometimes a teacher may recognise they need help but other times it may be the observations of the head teacher and other teaching staff that identify problems a teacher is facing. Teachers can benefit from opportunities to communicate, daily and weekly routines and from support from peers, family and the community.

1. Ask the Head Teacher to schedule regular staff meetings if possible where teacher can discuss their concerns.
2. Have schedules and regular meetings to provide a stable routine.
3. Ask the Head Teacher to regularly rotate the responsibilities of teachers, if possible.
4. Try to take regular breaks during the teaching day.
5. Remember that teachers cannot do everything to solve all students' problems.
6. Discuss challenges and stressful experiences with other teachers and support each other to set goals and address problems one at a time.
7. Ask your Head Teacher to provide opportunities for you and other teachers to improve skills which will help confidence, motivation and professionalism.
8. Look to the PTA to provide support.
9. Take part in physical activity and exercise with the students
10. Practice relaxation in your breaks.
11. Hold school open days, celebrations and presentations

9. Life Skills Modules

Each module contains the following:

1. **Messages for your students** - A summary of the messages in the module
2. **Background information for the teacher** – This section contains important information to help the teacher understand the topic fully. The teacher should read this before they start the module.
3. **Reflection and Monitoring:** Provides questions to help you and your students reflect and monitor learning
4. **Code of conduct** – this shows how the module is linked to the Teacher Code of Conduct in Emergencies
5. **Activities:** This contains the additional activities to use with the Flip Book

10. Module 1: Psychosocial Well-being

10.1. Messages

1. If we want to help other people we need to understand them.
2. Remember the good things in your life.
3. Stress symptoms are normal reactions to an abnormal event like an emergency
4. We all have inner resources/coping mechanisms to heal ourselves in a positive way.
5. We express how we feel using body language and words.
or
It is important to share your feelings with other people
6. Share your ideas and feelings with your teachers especially when you are afraid
7. Play in safe areas at home and in school.
8. Sharing our fears in a class meeting can help us from feeling alone.

10.2. Background information

10.2.1. Key concepts

Psychosocial

Psychosocial is made up of two words - Psycho and social.

Psycho refers to the inner person – our thoughts, emotions, feelings attitudes, values and beliefs.

Social refers to a person's relationships with his/her environment including relationships, social attitudes and values (culture) and social influences of the family, peer group, school and community.

Our behaviour is influenced by this mix of our inner thoughts and feelings and the outer social relationships with our friends, family and community. Our behaviour, good or bad has a reason behind it. It is linked to our psychosocial needs and whether they are met or unmet.

Psychosocial well-being

A feeling of happiness and good health in our body and mind is call psychosocial well-being.

Psychosocial support

Psychosocial support can be used when someone has experienced something very bad (like conflict or emergency) to help them to cope.

Resilience

The capacity to cope and “bounce back” after a difficult or stressful experience is called resilience. Resilience is built through family and community support and spirituality. Our resilience helps up to overcome difficult situations.

10.2.2. How can you tell that your students are stressed?

Children can be distressed for many different reasons.

- Remembering terrifying events
- Struggling with hardship and deprivation
- Extreme poverty
- Feeling sick and suffering ill health
- Being excluded from school and by children of the same age (peer group)
- Lack of parental care and love,
- Worry about missing family members,
- Violence within the family and home
- Discrimination in their homes (as orphans taken in by distant relatives or an unrelated family) or communities.

These are some of the feelings children and adults can have after an emergency:

1. Bad memories can occur suddenly and unexpectedly in the day and night like bad dreams. Children are afraid to sleep, feel frightened and anxious. They feel sad, cry a lot and feel weak. Their body may hurt and they have head and stomach aches.
2. The child feels numb, and tries to avoid the bad and painful memories. They don't feel hungry, cannot concentrate on school work, don't smile and are quiet. They stay on their own and don't play with other children.
3. They always feel tense and alert because they are frightened that something bad will happen again. They don't trust people, and easily become angry. They act in an aggressive way.

All the reactions above are normal reactions to an abnormal event like an emergency. Stressful events can affect all people – from the strongest to the weakest. The reactions can last for a few days or weeks and even many years. It depends on how bad and how long the stressful event was; the personality and age of the person; and how resilient they are; on their living conditions; and the care and help the children are receiving.

For most adults and children, meeting basic physical, emotional and social needs will help and these reactions will slowly disappear over the next few weeks or months. However an incident that stresses one person may not stress another. It depends on their personality and life history.

The effect an emergency has on children often depends on their age. The child's feelings of sadness and grief often go unnoticed. Adults are so busy picking up the pieces or grieving themselves that they forget how their children may have been affected. Many young children are unable to express their feelings or suffering in words. A teacher may overlook their feelings and misinterpret their psychosocial behaviour as disobedience.

Common reactions children have to stressful events

Very young children aged 0-5 years old

Often the child is quieter than normal as if the event never happened but their silence does not mean they were not affected. Young children will tell all the details of a stressful event to an adult they trust.

- Anxious clinging to caregivers
- Temper tantrums
- Regression – this means acting like a child much younger than their age. Their speech may be more childish, they will suck their thumb and wet the bed.
- Frightened of going to sleep
- Nightmares
- Excessive fear of real or imagined things, e.g., thunder, monsters
- Some elements of the stressful event may show up in a child's play

Young children aged 6 -12 years

- Difficulty concentrating or focusing while learning
- Restlessness or impatience
- Nervous or worried behaviour
- Anxious behaviour which can include stuttering, nail biting and hyperactivity
- Complains of headaches and/or stomach pains which have no apparent causes.
- Changes in behaviour. Quiet and inactive one minute then aggressive and forceful the next.
- Sleeping problems
- Suffers nightmares and flashbacks
- Eating problems
- Regression (showing behaviour like a younger child)
- Unhappy (rarely smiles or plays with other children)
- Irritable and whining
- Fights with friends/siblings
- Competes with friends and siblings for adult attention
- Becomes frightened of the dark
- Refuses to attend school and leave the safety of their parents or home

- Withdrawn (very quiet and preoccupied with their own thoughts)
- loss of interest
- May play war during break time
- A stressful event can distort a young child's moral and social concepts affecting their behaviour. The glorification of violence and revenge means that children will accept that killing is a way to resolve conflicts and is morally acceptable.

Youth: Aged 13 -18 years

- Following a traumatic event an adolescent may seem more adult than they really are. However they lack the emotional maturity of adults and require help.
- Peer reactions important – need approval and acceptance from friends. Need to feel fears and anxieties are both appropriate and shared by peers and adults.
- Problems sleeping and loss of appetite
- Rebellious or not obedient, (steals and experiments with the use of drugs);
- Self-destructive (harms oneself);
- Withdrawn (very quiet);
- Nervous or worried;
- Complains about physical problems - headaches, pains, skin problems etc.
- Loss of interest
- Cautious of others
- Fearful of the future
- May express feelings of revenge
- Lack of respect and discipline
- Appears uncooperative and lazy

Children have the ability to recover from the effects of an emergency. This capacity to cope and “bounce back” after stressful experiences is called resilience. One thing that helps to build resiliency is to have a sense of control in their environment e.g. doing activities such as reading, drawing or helping with chores in school or at home. Older youth find participatory learning; discussing and sharing information about the situation with friends and family helps them recover. Each person will have their own coping skills to help them recover. These are all ways to cope in an emergency. Remember we are all individuals. What works for one person may not work for another. By sharing all the different coping skills there are many things we can try to improve our well-being.

10.2.3. Some coping mechanisms

1. Talk to people you trust about your feelings and have your voices heard.
2. Talk to each other and observe the well-being of your friends, and ask an adult if you do not know how to handle the situation.
3. Talk with your teacher.
4. Receive advice
5. Read the bible or Koran
6. Pray and look for spiritual help
7. Play in safe areas with friends at home and at school.
8. Stay with a friend to feel safe
9. Move to a more secure environment to protect your family and yourself
10. Try to be useful and do an activity
11. Participate in communal work
12. Join in recreation activities
13. Participate in sport or other physical activities
14. Sing or listen to music
15. Participate in rituals and ceremonies

16. Return to following a daily routine or create a new one
17. Practice relaxation techniques

In traditional societies, resilience has a lot to do with how well children are connected to their families and communities. Cultural concepts such as community involvement, cleansing from the past and focusing on the future are as important as working individually with a child who is suffering stress.

10.2.4. How a school can help children

Schools and education provides a protective environment for children. When they feel safe they are able to share their feelings with others.

Simple ways to make a school feel safe are:

- Mark the boundary of a school
- Keep the compound clean and tidy and remove all sharp or dangerous objects
- Practice positive discipline methods which do not involve physical or harsh punishment.
- All teachers arrive on time so they are there when the children arrive
- Create a child friendly environment.

Qualities of a child-friendly environment¹:

- Use a daily routine
- Know all the children's names
- Use learning activities that engage the student.
- Always be prepared before starting the day.
- Create a child-friendly atmosphere – make the classroom interesting with displays.
- Make the room comfortable: not too hot or too cold (if possible), with mats for sitting, etc.
- Use group activities to encourage pupil interaction, problem solving and leadership skills.
- When learners are working in groups, move from group to group and interact with each group in turn.
- Encourage play
- Encourage fun and laughter
- Show empathy and respect and encourage the children to do so, too.
- Use active listening techniques
- Teach tolerance by being tolerant. Accept the children with all their weaknesses and do not condemn, reject or laugh at them.
- Give children a sense of self-worth by providing encouragement, recognition and praise.

Children want to know what is happening and feel safe at school especially when the rest of their life is unpredictable. Providing familiar routines and structures mean children can anticipate and know the environment around them. This feeling of knowing what to do is important as it helps the children feel more in control. They can start to participate more fully in classroom and community life. When you take attendance, it helps children realise that they are accounted for and their participation is expected.

When a teacher offers and provides emotional support and care, the child will slowly open up and learn to trust the teacher. Trust is the most important aspect of a teacher-pupil relationship. This is especially important when working with children who are not living in a safe environment. If a child is accepted in school, he or she will probably do much better (on an emotional level) than a child who is rejected by peers or teachers.

¹ *Creating Healing Classrooms. Guide for Teachers and Teacher Educators:* International Rescue Committee, Child and Youth Protection and Development Unit June 2006

10.2.5. Classroom Activities for young children

When we have provided a safe child friendly environment we can focus on the activities we can use in our teaching to help children overcome their stress and psychosocial problems.

One of the most important ways to recover from the distress of an emergency is to share our thoughts and feelings with a person we trust. Children want to tell us their thoughts and feelings but often have problems putting them into words. Older children may not have the opportunity to communicate and express themselves. In school teachers can provide activities that allow children to interact and talk about their thoughts and feelings during the school day.

Conducting activities that can reduce stress levels for children is very helpful. Children suffering from psychosocial problems often have low self-esteem - that means they do not have any confidence in their themselves and their abilities. By providing activities and skills that develop their self esteem can help them believe in themselves and help develop their resilience.

The value of play

During stressful times, teachers need to encourage children to play. Play allows children to relate to events around them and to express these events in their own simplified way. Play is the work of children. Children need:

- 1) the opportunity to play
- 2) a safe place to play in
- 3) appropriate things to play with

Younger children will deal with distressing events using play or drawings. They may act out the event during their play to help them work out what they have experienced. Playing with other children can raise their spirits and occupy them in meaningful ways rather than thinking about the problems.

Drawing

Drawing a picture means a child can communicate experiences and feelings that are hard for them to talk about. It helps shy and withdrawn children to express themselves. If drawing materials are not available, encourage the children to draw on the ground using sticks.

Using puppets

Pretending to be someone or something else allows children to talk about their feelings and thoughts that would have been too difficult to talk about otherwise.

Telling stories and acting out them out.

Pretending to be someone else allows children to express themselves.

We use stories with characters that overcome difficulties so that the children can learn about coping strategies. They can perhaps use them to overcome their own problems.

Role play and drama

Role play gives children a chance to act out their feelings. It is a physical activity which can reduce stress. Working cooperatively with other children also encourages interaction and a sense of belonging. Taking part and watching other children's role plays are fun and entertaining.

Role play is very useful in teaching life skills especially when we want to teach conflict resolution skills e.g. demonstrating how to help someone suffering with psychosocial problems.

Writing

Children can write about things they find hard to tell. Finishing a sentence is very helpful as it makes the pupil focus on one feeling or activity and does not seem overwhelming.

Songs, chants and dance

Singing and dance have many psychosocial benefits.

- Singing/dancing with children the same age can help them build friendships and gives them a sense of belonging.
- Dance and songs with movements encourage physical activity. This can relieve some of the stress that a child might feel and starts to relax their muscles.
- Some songs promote happiness like “When you are happy and you know it, clap your hands”. Some songs are fun to use and bring the child a sense of joy.
- Singing and dancing develop self confidence and pride which raises a child’s self esteem.
- Using traditional songs and dances can be a good reminder of belonging and inheritance.
- Music and dance are activities that a child can do on their own when they are feeling stressed or unhappy and can help them to cope.

10.2.6. Classroom Activities for older children

Playing and the activities for young children can be effective with adolescents as well.

Remember that after an emergency a child or youth can regress - that means they behave like a person younger than their age.

During adolescence, girls and boys want to be more independent and find out their identity. After an emergency, adolescents may be interested in the politics of the situation and concerned to see justice. They want to be involved in related political or charitable activities.

To help this group we can use activities that allow older children to express themselves and to address their questions and concerns. The activities below will help youth develop their critical thinking and problem solving skills, creativity and give opportunities to relax and laugh.

Keeping a daily journal

Writing in a journal is an effective way for youth to express and explore their feelings about any problems they have. They may find it easier to start with a picture then write about it. Journals should be personal and for the youth themselves and not shared with the teacher unless the pupil wants to. The pupils can write in a journal every day or once a week. Journal writing can also take place at home if the pupil feels frustrated and wants to express their feelings. For many adolescents just being able to write their thoughts on paper can be helpful by reducing the burden of problems they feel they have.

Short stories, poetry and essays

Writing stories and poetry give adolescents an opportunity to write about their experiences and hopes for the future. Cultural poems are a very strong tool for expression of emotions and of how people feel.

Art music and dance

Adolescents and adults enjoy art, music and dance as much as younger children.

Role play and drama

Adolescents can use role play and drama to great affect in advocating for change. They can write dramas on the importance of education, health issues and peace. Working together in

groups to produce a drama encourages interaction and a sense of belonging. When they perform a drama for the community to advocate on an issue they feel they are helping and can make a difference. Performing the drama will also give them a sense of pride and achievement.

Games

Games are fun, encourage participation and interaction and stress is released through laughter. Pupils also learn from games

Group discussions

Working in groups means adolescents have to interact and cooperate with their peers. Group work gives them a chance to express their opinions and a sense of control. Group discussions can be linked to academic work as well as life skills. For example a group discussion can be on the reasons we are angry and how we can control our anger.

Weekly class discussions

A meeting held each week to resolve problems. See Flip Book page 19.

Emergency class meetings

After an emergency many children may have had similar experiences and share the same fears without realising it because no-one is talking about it. Young children often need to know what is going on and that they are safe. Older children already have some understanding of the situation and are very susceptible to rumours and being persuaded to take action in some way. Holding an emergency meeting can reduce their fears; provide factual information and help children clear their thoughts of their worries. They can then concentrate on their subjects. See activity 12 for more information.

10.2.7. How can you help your students to cope?

1. Observe your students to identify if any show signs of psychosocial problems. Use the check list for children to help you.
2. If you are worried about a student, talk with them. Be confidential. Ask if they would like your help to talk about a problem.
3. Be predictable in your every-day interactions with students. During emergencies, very little in life is predictable for children. It can help them to feel secure if the school day is as predictable as possible.
4. Use positive and caring communication: body language, active listening, and verbal language.
5. Show understanding and give children and youth your full attention when they speak, showing you are interested.
6. Be tolerant and accepting.

10.3.8. How does this topic relate to boys and girls?

- Girls and boys may be affected differently. For example, boys may find it harder to cry or to admit vulnerability. The teacher can help students not to feel ashamed of their fears by reacting positively to students' feelings.
- Girls and boys will have different coping abilities depending on their age, development and physical health. Teachers should try to understand their students without losing patience.
- Girls and boys may respond differently to a teacher's support, depending on the teacher's gender. Teachers can ask other teachers for extra support with some students.

10.3 Monitoring and evaluation

Remember to ask the following questions at the end of each lesson.

- What 2 things did you learn today?
- What information was new?
- What did you like doing the best?
- What will you share with your family?

Remember to write in a notebook

- What went well in the lesson? Why?
- What would I do differently next time?
- Which part of the lesson did the pupils seem most interested in? Why?
- Which part of the lesson did the pupils seem least interested in? Why?

End of the module M&E

At the end of the module use the check list for psychosocial symptoms again. Can you see any difference in the behaviour of the children in your class?

10.4. Teacher Code of Conduct in Emergency Situations:

The Code of Conduct emphasises the need for teachers to ensure a learning environment that is protective, positive and nurturing and one that provides a sense of normality. This is combined with constructive activities that teach students about the emergency and life skills.

Aspects relating to psychosocial well-being from the Teacher Code of Conduct for Emergency Situations are:

1. Teachers should try to understand inappropriate behaviour and provide guidance and support to address the cause of the problem.
2. Promote learners' self-esteem, confidence and self-worth. Encourage children to play.
3. Listen and observe learners who have experienced stressful events and provide support.
4. No physical punishment, shaming or humiliation (such as caning, making children kneel down, pinching the ears of children, scratching, or name calling) is permitted – in emergency situations learners are already exposed to physical risks and stress outside the classroom – school must be a safe place to be.
5. Promote high expectations of learners and help each student to reach his/her potential even in difficult circumstances.
6. Listen and observe learners who have experienced stressful events and provide support.
7. Where necessary, refer the learner to other colleagues or supportive community members, respecting the privacy and wishes of the child.
8. Teachers must wherever possible try to protect themselves and learners from dangers and make sure that emergencies do not interfere with learning or risk health and safety.
9. Teachers encourage both boys and girls to participate fully in all learning opportunities.
10. The teacher is a role model and demonstrates good behaviour such as respect for others, hard work, punctuality, responsibility and team work.

10.5. Activities to be used with the flip book: Psychosocial well-being

Activity 1: How the Tortoise got his shell.

Flip book page 7

1. Select 3 pupils to act out a story of tortoise and the 2 birds.

2. Give Tortoise a piece of paper to act as his shell.
3. Read out the story and ask the 3 pupils to act it out.

The story of how Tortoise got his shell A traditional African story

One day there was a great wedding feast for the birds to be held on a high mountain top. All the birds were invited and they were very excited about going along. Tortoise heard them talk about the wedding feast and wanted to go to. He begged his bird friends to take him with them. They agreed and carried Tortoise through the sky to the party. At the party Tortoise enjoyed himself and ate and ate. He ate too much. On the way back home, he was so heavy that the birds couldn't carry him all the way and he slipped from their grasp and he fell. When he landed his shell cracked in many pieces all over the ground. Tortoise was so upset he ran away. For many weeks Tortoise was miserable and exposed. He felt lost without his shell so he did not move about and stayed away from other animals, even his friends.

One day Tortoise realised that he could not stay alone feeling sad and depressed for the rest of his life. He decided to start looking for the pieces of his shell. His friends also began to miss him and came to find him. Together they found and picked up all the pieces of the shell and put them together again.

Tortoise felt better about himself again and rejoined the other animals. To this day Tortoise has scars on his shell but he moves around as he did before the wedding feast.

Ask and listen:

1. What made tortoise feel happy? (his friends, going to a party, eating lots of food)
2. What happened to Tortoise after the party? (he ate too much and the birds dropped him breaking his shell)
3. How did he feel? (sad, lonely, he didn't want to see his friends)
4. How did this affect his well-being? (He was sad and depressed)
5. How long did it affect him? (Don't know but some time).
6. What did tortoise do to help himself? How did he cope with the situation?
7. (He decided he had to change his situation, his friends came to find him and help him, they worked together to mend the shell.)
8. What do we learn from this story?

Explain:

When tortoise faced his difficulties, he used his inner resources to transform himself in a positive way. This capacity to cope and "bounce back" after a difficult or stressful experience is called resilience. Resilience is built through family and community support and spirituality. Our resilience helps us to overcome difficult situations.

Activity 2: Song: If you are happy and you know it, clap your hands

Flip book page 11

Explain:

1. Let's practice a coping mechanism to make us feel a little better. So we will sing a song – If you are happy and you know it clap your hands.
2. Sing the song.
3. Ask the participants to join in.
4. Ask: How do you feel now?

If you are happy and you know it, clap your hands

If you are happy and you know it, clap your hands

If you are happy and you know it, clap your hands
If you are happy and you know and you really want to show it,
If you are happy and you know it, clap your hands

Change the action e.g. stamp your feet, shout yahoo

Activity 3: Relaxation exercise Flip book page 11

This activity can be done in a large group. This relaxation technique is very good for children, youth and adults who are physically and emotionally stressed. It is also very good for children who cannot relax. It requires concentration and teaches children skills which they can practice at home when they are angry, tired, sad, studying for tests or otherwise stressed.

Instructions:

1. Make sure the environment is quiet and relaxing.
2. **Ask** participants to sit or lie comfortably on the floor or on a chair. Participants should not have anything in their hands, make sure clothing is comfortable.
3. **Say the following and observe that your students are following your instructions:**
 - Close your eyes. Relax.
 - Slowly move your shoulders up and down.
 - Slowly move your neck around in circles. Rotate in one direction then the other direction.
 - Move your shoulders again – this time, from front to back, up and down, front to back.
 - Begin the neck rotation again, very slowly.
 - Move your toes up and down. Lift one foot slightly and move the ankle up and down. Repeat with the other foot. Move your leg forward and stretch the leg.
 - Repeat with the other leg.
 - Move the hands in slow circles, one at a time.
 - Take a slow, deep breath. Repeat this 12 twelve times. Breathe in through your nose and out through your mouth.
 - Move your shoulders once again in rotations; then move your neck.
 - Shake your hands and then move your toes and legs.
 - Slowly open your eyes and take 2 slow deep breaths.
4. **Ask:** How do you feel?

Activity 4: Balloon card Flip book page 13

1. **Ask and listen:** What are emotions?
2. **Answer:** Emotions are a strong feeling that affects how we behave. Sometimes you are happy; sometimes you are sad, angry, or worried.
3. If you have balloons, take the balloon and pass each balloon around the group.
4. If you don't have balloons, show the picture of with one full balloon and one half full balloon.
5. **Ask:** What did you notice about the balloons?

6. **Answer:** One is sad, one is happy. The sad balloon is hard and ready to burst. The happy balloon was softer and did not look ready to burst.
7. **Explain:** The sad balloon has a lot of pressure inside it. It represents a child who experiences feelings but who does not share these feelings.
8. The happy balloon has less pressure inside it. It represents a child who shares their feelings.
9. **Ask:** What will happen to the sad balloon if the pressure inside increases?
10. **Answer:** It will burst
11. **Explain:** The balloons are examples of how everyone experiences different kinds of feelings. When a boy or girl shares her feelings with someone they can trust, it is healthy. This is especially true when the feelings are of anger or sadness. If feelings are not expressed or shared the pressure can build up inside the boy or girl and the effects can be harmful. He or she may feel sick or have physical aches and pains. She may “burst” and say or do things she may later regret.

Activity 5: Balloon game

Flip book page 13

Game: Carrying balloon without using your hands

1. Divide the pupils into 2 teams
2. Explain:
Each team has to pass the balloon from the back to the front only using their necks to hold the balloon. No pupil can use their hands to pass the balloon. If they drop the balloon they can pick it up.
3. Play the game

Activity 6: Mirror game

Flip book page 13

Mirror game to show your feelings

1. Divide the pupils into pairs.
2. **Explain:** One pupil is the mirror, the other pupil is making actions to represent a feeling. The pupil who is the mirror should copy the feeling and actions of the second pupil
3. Call out the feeling: happy, sad, angry, surprised, frightened, worried, feeling loved, confused, jealous, excited, helpless, depressed, frustrated, confident
4. **Ask:**
 - Which feelings were easiest to mime?
 - Which feelings were hardest to mime?

Activity 7: Simon says

Flip book page 13

Simon says

1. **Explain:** In this game you should only follow the instruction if the leader says “Simon says For example: ‘Simon says touch your nose.’ Then everyone should touch their nose.
2. If the leader says “Touch your mouth,” and a pupil follows this instruction, they have made a mistake. This is because the leader did not use the words “Simon says”.
3. **Play the game. Say:**
 ‘Simon says touch your nose.’
 ‘Simon says touch your hair.’
 ‘Simon says touch your knee’
 ‘Simon says touch your hand.’
 ‘Simon says touch your toes.’
 “Touch your mouth”
 (Let pupils laugh if they have made a mistake and start again.)
4. Ask a pupil to be the leader of the game.
5. **Ask and listen:**
 - Can you think of situations where body language is confusing or goes against the words being said? For example:
 - A girl is refusing to join a group of girls but her expression suggests she would like to
 - A person saying they are interested while yawning.
 - Which shows real feelings more? Words or actions?
 - Can you think of situations where the body language of a person is threatening or inappropriate?
 - How should you react to these situations?

Activity 8: Using body language to communicate

Flip book page 13

Using body language to communicate

1. Divide the pupils into groups of 4-5. Give each pair a piece of paper and a pencil.
2. **Explain:** The girls in each group hold the pencil together, and without talking, draw on their piece of paper: A tuqul, a school, happiness
3. When the pupils have finished and still without talking, ask them to score their own picture by writing a mark out of 10 at the bottom of the picture. Only talk when everyone has finished the drawing.
4. **Ask and listen:**
 - How did you communicate while drawing?
 - What happened when you had different ideas?
 - How did you reach agreement without speaking?
 - Which was easiest to draw?
 - Which was hardest to draw?
5. **Answers**
 - Some girls will have used sign language to communicate, using their free hand or their heads. This shows the importance of body language.
 - When the girls had different ideas about the picture, one girl had to lead and the other follow. If that does not happen, they can end up tearing the paper or with no picture. They may have taken turns to lead or maybe only one girl made the decisions. Does the non-leading partner need to be more assertive? Or maybe she recognised that the other girl had a clear vision which was worth following?

- They needed to be sensitive to each other's movements; otherwise all the lines would have been very unclear.
- Although it was difficult when a clear picture was drawn it happened because the girls worked together on a common task. They were communicating to succeed.
- They probably found it easiest to draw the house, more difficult to draw the place of worship and most difficult to draw happiness. It is easier to agree on concrete things and not so easy to agree on abstract things like concepts and values.

Activity 9: Missing the message (Chinese whispers) Flip book page 15

Game – Missing the message (Chinese whispers)

1. Divide the pupils into groups of 5-6.
2. Ask the pupils to stand in a line.
3. **Explain:** I want the last pupil in each group to draw a picture. I will secretly tell the first person what I want them to draw. This pupil secretly tells the next pupil and so on until the last pupil. They will draw the picture.
4. Give each group a piece of paper and a pencil.
5. Call the first pupil in each group outside and tell them the following once:

The last pupil should draw a round table. In the middle of the table there is a plate of bananas. To the left of the plate is a knife. To the right of the plate is a cup of tea. Under the table is a ball and 4 flowers.

6. Start the game. The pupils now secretly tell this message to the next pupil in their group. The last pupil draws the picture.
7. Show the drawings. They may be different to the teacher's explanation.
8. **Ask:**
 - What the communication good?
 - What was difficult with the communication?
9. **Answers:**
 - The explanation was too fast
 - Too many details
 - Pupils did not listen carefully
 - Pupils did not remember

Activity 10: Speech on education in emergencies Flip book page 17

1. Write up **Education in Emergencies** on the board.
2. In pairs discuss: Why is education important during Emergencies?
3. Ask each group to give one idea.
4. Summarise the reasons for why education in emergencies is important
 - Education provided in a safe, secure places gives a feeling of protection
 - Education is a right for every child
 - Education is what communities want for their children.
 - Education is lifesaving and teaches children how to stay healthy
 - Education is life sustaining and give hope and skills to cope better in an emergency

Education is important in stable times and emergencies. The term education in emergencies refers to a set of linked activities or initiatives that mean structured learning can start up quickly or continue to take place during times of war or disaster. These activities should be connected to long-term educational development needs

5. Divide the pupils into 5 groups and give each group a handout with the topic
6. Each group must develop a speech for a community meeting to persuade the community to send their children to school. Choose a spokesperson to present the speech.
7. Allow 10-15 minutes to develop the speeches.
8. Before the speeches are presented, explain that all pupils will judge the effectiveness of the argument by holding up their fingers with 5 being the most effective.
9. Ask each group spokesperson to present their speech.
Ask the other pupils to hold up their fingers children depending on how persuasive the spokesperson was.
10. After the speeches thank all the spokespersons for doing a good job
11. Ask: How can these arguments be used in our community? Which other groups or individuals need to be persuaded about the benefit of providing education in emergencies?

Copy out the following on paper and give one section to each group.

Handout 1

Education is a Right for all: According to the Convention on the Rights of the Child, (CRC) all children have a right to go to school at all times before, during and after emergencies. The CRC is explained further in Module Two. During emergencies, a child's access to education is often limited as schools may become targets for attacks and abductions and are sometimes used for bases for armed groups. This can cause students to fall behind with their learning or exams and to drop-out of school. It is important for teachers and communities to find somewhere where students and youth can continue their learning and realise their right to education.

Handout 2

Education protects: Emergencies often affect family incomes and community support systems, leaving children less safe and at risk of separation from family. Being in school means being in a safe, supervised environment, being engaged in structured activities and learning to cope with increased risks, including risks of illness, disease and HIV/AIDs. Being in school also helps to protect young people from exploitation.

Handout 3

Education is prioritised by communities: Learning opportunities provide hope for a better future. Parents and community members want their children to learn. Education also provides psychosocial support, helping communities to return to their normal lives.

Handout 4

Education can be life-saving: Emergencies leave children with reduced services such as poor water and sanitation leading to an increase in the spread of disease and exposure to HIV infection. Learning how to reduce these risks is important.

Handout 5

Education can be life-sustaining: Education offers structure, stability and hope for the future in a time of crisis. By teaching key survival messages and ways of self-protection, children and youth will cope better in an emergency.

Activity 11: Campaign on education in emergencies

Flip book page 17

1. We want to have an education campaign for our community. We want to prepare for the campaign. Each group will decide on the following:
 - The topic for the campaign
 - Which people they will aim the campaign at i.e. everyone, children, women, adolescents etc
 - What activities they will conduct – make charts, parade, persuade individuals, hold a drama, conduct games for children etc.
 - What materials they need.
 - When they will conduct this campaign and how they will arrange to meet their target audience.
 - Prepare for the campaign
2. Each group presents what it plans to do in its campaign.
3. Make sure that the pupils are not all doing the same activity with the same people. Agree where each group will go, who they will meet and when.
4. Allow the group to finish preparing their campaign.
5. Conduct the campaign
6. After all the campaigns, hold a meeting for the groups to present how the campaign went. Ask the group about the impact of the campaign.

Activity 12: Emergency class meeting

Flip book page 19

Emergency class meetings

For all children it is good to be open about the situation, discuss it and allay their fears with factual information. To share the situation in an emergency class meeting openly supports the children as they stop feeling alone and feel better able to cope.

For example if there is an attack with shooting one night or a strike by government workers became nasty it is good to hold an emergency meeting. It is important to talk to your students about these events. If you allow them to express their feelings about the event before starting the normal day's activities, you will help them to clear their thoughts and feel relief, so that they can concentrate on their other subjects.

Steps in an emergency class meeting

1. The teacher should be at the school to receive the students. Be friendly and caring.
2. Discuss the actual event: What happened? Who was involved? Where and when did it take place? Try to be factual and give correct information and dispel any rumours that you know are not true. Do not hide information from students.
3. Identify how the event ended. Have the children think of any good things that people did during the event.
4. Explain the situation now. Again, be as factual as possible. If the event may happen again (a rebel attack), discuss with the class different ways that they can stay safe.
5. Talk about the children's reactions to the event, including their physical reactions, thoughts, and feelings. Talk about how they feel now.
6. Emphasise the sharing of common reactions - this can help children not to feel so alone in their fear or sadness.

7. Assure them that now they are safe (if they are) and that you are together to share and support one another.

Remember the following:

- Recognize that children want and need as much factual information as possible.
- Allow children to discuss their own theories and ideas about what happened so that they can begin to “master” the events.
- Tell students how and where they can obtain information and assistance.
- Initiate group discussions about distressing events that many may – or may not – have experienced. Even those children who have not experienced them would have heard about them. This will help affected children feel less alone in their suffering.
- At the same time, do **not** ask students to tell their own individual stories. Recounting distressing events is usually beneficial to the speaker only if this is done spontaneously, within an environment where the child feels emotionally secure and adults are professionally trained to support the child.
- Tell students that it is okay to feel afraid, confused, angry and guilty. These are all normal responses to a very abnormal crisis or tragedy.
- Ask whether students have questions. Remember to listen carefully and be honest.
- Answer only the questions that students ask you.
- Admit when you don't have specific answers and when you are unsure yourself.
- Use realistic terms with students when discussing aspects of an accident, injury and loss.
- Avoid euphemisms and use appropriate but accurate words to explain situations.

11. Module 2: Inclusion and Access

11.1. Messages

1. All children have the same rights and all rights apply equally. One of those rights is education.
2. Treat each other as equals to help build a peaceful nation.

11.2. Background information

11.2.1. Key Concepts

What do we mean by Inclusion and Access?

Inclusion means to be included in something or to be a part of it. For example, when students are included in learning activities they have the opportunity to participate in them and not be left out. **Access** is to be able to enter, approach or arrive somewhere. For example, access to school.

What are Child Rights and why are they important?

Human Rights refer to the things that people are entitled to, for example, food, water and shelter. Rights apply to everyone at all ages. The Convention of the Rights of the Child (CRC) is a document that describes children's rights. When countries recognise the convention, they are responsible for providing the necessary actions to give these rights to the children in their country. South Sudan has ratified (or agreed to) doing this.

Who is a child?

The Government of Southern Sudan uses the internationally accepted definition of a child as anyone under 18 years of age. This is because people younger than that are still considered to be growing and developing and in need of extra protection.

Here are some important points about the CRC:

- The CRC states that all children (up to age 18) must have rights at all times
- These rights must be realised for children: (1) to develop their full potential; (2) to be free from hunger, want, neglect and abuse
- The CRC is based on respect for dignity and the worth of every person regardless of race, colour, gender, language, religion, opinions, wealth, origins, birth status or ability
- All children have the same rights and all rights apply equally

What do Child Rights mean in South Sudan?

Child Rights are recognized by law in South Sudan. There are three legal documents that can be applied:

- CRC-international application (Southern Sudan ratified in 1990)
- Transitional Constitution of South Sudan – this is a Bill of Rights concerning rights of children.
- 2008 Southern Sudan Child Act (focuses on rights to protection from abuse, early marriage, all harmful cultural and social practices affecting children physically and/or psychologically).

11.2.2. How can teachers promote students' inclusion in education?

- Teach children and youth about their rights.
- Teach children and youth about how to protect themselves when travelling to school and within their communities.
- Establish learning activities after an emergency and encourage children and youth to continue their learning and attend school.
- Raise awareness about landmines/UXOs, abduction by armed groups, life skills and health issues
- Give time to your students for play and leisure activities
- Encourage students to bring to school friends or siblings who are not yet enrolled. Welcome them warmly. Never send a child home, even if you have to restructure your lessons or classroom.

11.2.3. How does this topic relate to boys and girls?

- Both boys and girls can be at risk on their way to and from school, especially during an emergency. Vulnerable children and youth, especially girls are at risk of abduction, exploitation and abuse during an emergency. It is important that school remains a safe place.
- Teachers can support girls and boys by discussing the community and family pressures upon them. In some cases, teachers may also choose to encourage parents to keep their girls in school, or speak to community members about exploitation or abuse which may occur. Teachers often know before anyone else if something is wrong and they may be in a position to help.

11.3. Monitoring and evaluation

Remember to ask the following questions at the end of each lesson.

- What 2 things did you learn today?
- What information was new?
- What did you like doing the best?
- What will you share with your family?

Remember to write in a notebook

- What went well in the lesson? Why?
- What would I do differently next time?
- Which part of the lesson did the pupils seem most interested in? Why?
- Which part of the lesson did the pupils seem least interested in? Why?

End of the module M&E

1. Look at the class. Can you name all the pupils?
2. Look at the pupils, have you asked each one a question during the module?
3. If you have not asked a pupil to answer a question, why? Try to ask them a question in the next module.

11.4. Teacher Code of Conduct in Emergency Situations:

The Code of Conduct and the Inclusion module emphasise the need for an inclusive, tolerant, and accepting teaching-learning environment that promotes and celebrates differences, especially of more vulnerable children and youth.

Aspects relating to inclusion and access from the Teacher Code of Conduct for Emergency Situations are:

1. Teachers should try to include children who might find it difficult to attend classes during emergencies – girls, children with disabilities or other vulnerable groups.
2. Provide a learning environment where there is trust and where everyone is respected. Teachers encourage both boys and girls to participate fully in all learning opportunities.
3. Should maintain political neutrality and promote peace and social responsibility.

11.5. Activities to be used with the flip book: Inclusion and Access

Activity 13: Riddle

Flip book page 21

Riddle:

1. Here is a riddle to discuss in groups:

A boy and his father were involved in a serious accident. His father was killed in the accident. The boy was rushed to a hospital and on his arrival, the doctor came rushing out and said, 'My son! My son!'

Who was the doctor?

Answer: The doctor was the boy's mother.

2. **Explain:** Many people will think the answer is the father's brother, a priest or another man before they think of the boy's mother. People don't tend to associate women with important positions in society because in many communities, girls leave school earlier than boys, if the girls are lucky enough to get to school.

Activity 13: Game Similarities and differences

Flip book page 23

Game: 'Similarities and Differences'

1. Explain the pupils must form groups according to what the teacher calls out, as quickly as possible
2. Call out a series of categories: everybody wearing something green, something red, something blue, something white;
3. When everyone has found each other, call out new categories: Everyone wearing shoes, wearing sandals, wearing no shoes,
4. As soon as the groups have formed, call out a new category. Everybody who likes maths, everybody who likes reading, everybody who likes English
5. After four or five different categories, ask the students to sit down.
6. **Ask and listen:**
 - How many groups were you in?
 - Did it feel right to be in so many groups?
 - Is it fair to act badly towards somebody in a different group?
 - What happens when a person belongs to two or more groups?
7. **Explain:** We all belong to many different groups but the groups should not prevent us from learning and living together peacefully. The groups we are in are often not things that we have a choice about and so it is unfair to think or act badly to those who are different from us

Groups are necessary for societies but that when we discriminate between groups this causes conflict.

Activity 13: Missing out

Flip book page 23

Missing out

1. Draw the pictures below on the chalk board.
2. Ask the pupils to copy the drawing in their exercise book and answer the questions.
3. When the pupils have finished ask them to share their work with their partner.
4. Choose some pupils to read out their work.

A. Boys

Describe a friend, relative or neighbour who can't go to school

صف عما إذا كان هناك أحد من
أصدقائك - أقرابك أو جيرانك
لا يتمكن من الذهاب إلى المدرسة.

Why can't they come to school?

لماذا لا يذهبون إلى المدرسة؟

What have they missed by not coming to school? How might their life be different from yours in the future?

ماذا يخسرون إذا لم يلتحقوا
بالمدرسة؟ إلى أي مدى سوف
تكون حياتهم مختلفة في
المستقبل؟

What can you do to help this child go to school?

كيف يمكنك أن تساعد
للذهاب إلى المدرسة؟

B. Girls

Describe a friend, relative or neighbour who can't go to school

صف عما إذا كان هناك أحد من
أصدقائك - أقرابك أو جيرانك
لا يتمكن من الذهاب إلى المدرسة.

Why can't they come to school?

لماذا لا يذهبون إلى المدرسة؟

What have they missed by not coming to school? How will their life be different from yours in the future?

ماذا يخسرون إذا لم يلتحقوا
بالمدرسة؟ إلى أي مدى سوف
تكون حياتهم مختلفة في
المستقبل؟

What can you do to help this child go to school?

كيف يمكنك أن تساعد
للذهاب إلى المدرسة؟

Activity 14: Campaign to encourage all children and youth to attend school

Flip book page 23

Campaign

1. We want to have an education campaign for our community. We want to prepare for the campaign. Each group will decide on the following:
 - The topic for the campaign
 - Which people they will aim the campaign at i.e. everyone, children, women, adolescents etc
 - What activities they will conduct – make charts, parade, persuade individuals, hold a drama, conduct games for children etc.
 - What materials they need.
 - When they will conduct this campaign and how they will arrange to meet their target audience.
 - Prepare for the campaign
2. Each group presents what it plans to do in its campaign.
3. Make sure that the pupils are not all doing the same activity with the same people. Agree where each group will go, who they will meet and when.
4. Allow the group to finish preparing their campaign.
5. Conduct the campaign
6. After all the campaigns, hold a meeting for the groups to present how the campaign went. Ask the group about the impact of the campaign.

Activity 15: Human rights and responsibilities

Flip book page 23

Human Rights and Responsibilities:

To teach inclusion and access: for ages 8- 12 years

1. **Explain** to pupils that people have certain rights and responsibilities. In 1989 countries of the world came together at the United Nations and decided that children should have certain rights. They drew up a list of these rights, but many children do not yet enjoy these rights.
2. **Read** over the rights listed below or any others from the Convention of the Rights of the Child (CRC), checking with the pupils that each one is understood.
 - Right to survival and development
 - Right to equality
 - Right to non-discrimination
 - Right to education
 - Right to protection
 - Right to play and leisure
 - Right to be heard
3. Divide the pupils into groups of 5 (or more if necessary). Let pupils know before they begin the discussion, that they should choose a representative who will report their answers back to the class.
4. **Ask** the pupils to discuss the following questions in their small groups (these should be written or asked in the group).
 - Which of the rights do children in our community enjoy?
 - Which do they not enjoy?
 - Why might children not enjoy these rights?
 - What actions might be taken so that pupils at our school can enjoy their rights?
5. Allow enough time for this discussion in small groups (20-25 minutes).
6. When the groups are finished, ask the class to come back together into a large group and ask the representatives to report on their group discussion.
7. **Thank** the pupils for working hard.
8. **Finish** by asking the pupils what they think the purpose of the activity was.

Activity 16: Feeling included

Flip book page 23

Feeling included

To teach inclusion and access for ages 12-18 years

Instructions:

1. Make groups with 6 pupils in each group.
2. **Ask** pupils to think about a time they have been excluded or included in a group. Explain how it made them feel with their group.
3. Once everyone in the group has shared their experience, the group should choose one experience. They should make this experience into a role play, drama, story, song or dance. Let the groups spend the rest of the lesson working on their activity.
4. Remind the pupils that everyone should participate equally and contribute. Everyone should be part of the activity presented to the class.
5. In the next lesson, each group should present their experience to the class. The presentation should last no more than 3 or 4 minutes. It is important for the teacher to keep time.

6. **Give** positive feedback to every group. This will build the confidence of the pupils.
7. **Ask** pupils questions about how they felt watching other peoples' experiences. What will they do to ensure they include each other.
8. **Ask** each student to write down 3 things they will do to make sure their peers are included.
9. **Finish** by asking the pupils what the purpose of this activity was.

12. Module 3: Peace and Conflict Resolution

12.1. Messages

1. Peace is possible when we respect each other
2. There are two sides to every argument.
3. Good communication helps resolve conflict
4. Taking charge of your actions helps to build peace.
5. Be respectful of each other's choices
6. Be responsible and stay safe

12.2. Background information

12.2.1. Key Concepts

What is peace building?

Peace building is the effort to stabilize society and find ways to prevent the start or continuation of conflict.

Dealing with conflict and promoting peace is supported internationally:

- Peace education relates to Article 26 of the Universal Declaration of Human Rights and Article 29 of the Convention of the Rights of the Child (CRC)
- Article 26 refers to strengthening the respect for human rights and basic freedoms. And promotes understanding, tolerance and friendship among all different kinds of people
- Article 29 CRC states: that the education of the child shall prepare the child for responsible life in a free society where there is understanding, peace, tolerance, equality of sexes and friendship among all people

12.2.2. How can teachers help to prevent conflict?

- By explaining the values, knowledge and skills needed to build connections rather than division among people
- By explaining that although there will always be disputes and conflicts between people, these do not need to result in violence
- By working together to help people, including children and youth, to deal with conflict without the use of violence
- By explaining that when education promotes peace, tolerance and understanding, it helps to create a better society for everyone.

12.2.3. What is meant by good communication skills?

- Active listening: This is when the listener pays close attention to what is being said and responds to the speaker.
- Positive body language: Body language can be positive (smiling, facing the speaker) or negative (crossed arms, no eye contact).

- Positive language: This is when someone responds positively to what is being said and reinforces stories or experiences which are being shared.
- Empathy: Showing that a person has compassion for someone else's situation or experience is an important part of communicating well.
- Questions: Asking questions when something is not clear, is a good way of ensuring that both sides of a conversation are understood correctly.
- Communicating clearly: Summarising messages and stories and checking that the listener has understood is good communication.

12.2.4. How does this topic relate to boys and girls?

- Conflict can involve both girls and boys. If there is violence, girls may be more at risk since they are often more vulnerable to physical force.
- Girls and boys are both at risk to non-physical conflict. Learning how to manage this is an important part of education. Boys and girls can learn how to be strong communicators and peace-makers when there is a conflict situation.
- Knowing when to say 'no' is particularly important for girls.

12.3 Monitoring and evaluation

Remember to ask the following questions at the end of each lesson.

- What 2 things did you learn today?
- What information was new?
- What did you like doing the best?
- What will you share with your family?

Remember to write in a notebook

- What went well in the lesson? Why?
- What would I do differently next time?
- Which part of the lesson did the pupils seem most interested in? Why?
- Which part of the lesson did the pupils seem least interested in? Why?

At the end of the module use the check list for psychosocial symptoms again. Can you see any difference in the behaviour of the children in your class?

End of the module M&E

1. Have the number of disputes in the classroom and compound decreased? Why?
2. Have you seen any pupils using the 6 steps to resolve conflicts?
3. Have you seen pupils using good communication skills? Which skills are they using?
4. If you have not seen any changes, teach the pages on communication skills again.

12.4. Teacher Code of Conduct in Emergency Situations:

The Code of Conduct and the peace building module both emphasise the need for a teaching and learning environment to promote and practice peace, social responsibility, trust and respect between everyone.

Aspects relating to peace and conflict resolution from the Teacher Code of Conduct for Emergency Situations are:

1. Should maintain political neutrality and promote peace and social responsibility.
2. Do not use any actions or language that is physically or psychologically violent including sexual harassment.

3. Teachers try to understand inappropriate behavior and provide guidance and support to address the cause of the problem.
4. Respect learners' rights and dignity without discrimination according to gender, tribe, language, religion, age or ability.
5. Teachers must never have any kind of sexual relationship with a learner. Both forced and agreed sexual relations are illegal and abusive. See below for mandatory penalties.

12.5. Activities to be used with the flip book: Peace and Conflict Resolution

Activity 16: The Blind man and the lame man

Flip book page 25

Role play of the blind man and lame man

1. Select 4 pupils to act out a story about the blind and lame man. The 4 parts are the blind man, the lame man, the lame man's son, the blind man's son.
2. Read out the story using the story cards and ask the 4 pupils to act it out.

Once upon a time, a blind man was walking slowly down the path. It was hard for him because there were many rocks and rough spots in the road. Then he heard a voice call: "Please help me, I need to go down the road and I am lame. You can walk, please, please help me."

"Why do you ask me to help you?" the blind man cried back. "You can see, so you can see that I am blind. It is all I can do to walk down this road without falling down."

"Maybe we can help each other then," said the lame man. "With my good eyes and your good legs, we can get down the road."

So the blind man took the lame man on his shoulders, and the lame man told the blind man where to put his feet to avoid stumbling on a rock or falling into a hole.

And they got to where they wanted.

The blind man's brother saw him and was surprised.

"How did you manage to get down the road?" he asked.

The lame man's son was astonished too. "I didn't expect you to arrive. How did you do it?"

The two men just smiled.

3. **Ask and listen:** What do we learn from this story?
4. **Explain:** If we help each other, even if we have a difficulty, we can succeed.

Activity 17: Game: The mango pickers

Flip book page 27

Mango pickers' game

1. Go outside
2. Ask for 4 volunteers. The pupils stand in a circle but facing outwards with their backs to each other. They link arms at the elbows.
3. Ask 4 other pupils to put 4 pencils about 10 feet from the group of pupils in the centre.
4. Tell the team that they must pick up the pencils as quickly as possible, without letting go of the other pupils in the team. They are not allowed to speak.

5. When the team has finished ask:
 - How long did it take the **girls** to get the pencils?
 - Did they start working as a team or individually?
 - Was there a conflict in the process of getting the pencils?
 - If so, how did they solve it?
 - If not, what prevented a conflict?
6. Say: In this game we saw a group of girls acting out of personal interest but because their elbows were linked, nobody could do their own thing. This can lead to a conflict. But if the group cooperates, they can solve the problem without any difficulties.

Activity 18: Shoe activity

Flip book page 29

Shoe activity

1. Ask the pupils to put their shoes on and go outside.
2. Find a partner that is a bit different from you. Exchange shoes.
3. Walk around and imagine that you are the other pupil. How do you feel? What do you think?
4. Return inside.
5. **Ask:** When you pretended to be your friend did you understand her better? What did you notice?
6. **Say:** Putting ourselves in someone else's shoes can help us to respect them, even if you do not always like what he or she tells you.

Activity 19: "You" and "I"

Flip book page 29

"You and I" Role play

1. Divide the class into groups of 3 pupils. One pupil is the observer.
2. Each group must prepare a 5 minute role play of an argument e.g.
 - A father is angry at his son/daughter because s/he never does homework and is often out with friends
 - The husband comes home drunk. His wife is angry with him.
 - A girl is angry at her brother who doesn't help her at home.
3. The observer must count how many times "you" and "I" are used.
4. Ask the observers: How many times were "you" and "I" used. What do you notice about using "you" and "I"?
5. **Explain:**

"You" statements tend to be judgement statements, which are full of blame. They do not consider the point of view of the other side so they cause more conflict. "I" statements usually try to clarify your point of view about a situation rather than blame the other person. "I" statements help to find a way to a solution.

Good negotiation involves putting yourself in the place of the other person and understanding their point of view. This is good for several reasons.

It means you appreciate and respect the other person's point of view. This reduces the risk that you will say something that causes conflict and hurt.

If you recognise the others person's point of view they will become more willing to recognise yours.

Good negotiation should result in both people gaining something

Activity 20: Script for practicing conflict negotiation

Flip book page 31

Script for practicing conflict resolution

A father is angry at his son/daughter because s/he never does homework and is often out with friends

Father: When you don't do your homework I feel disappointed. I want you to do well at school because I never had to chance to go to school.

Son: Oh, so the reason you want me to do my homework is so I can do well at school.

Father: Yes, what I would like is for you to finish your homework before you go and see your friends.

Son: I understand you want me to do my homework at home, but I find it easier to study with my friends. They help me when I don't understand something.

Father: Let's agree that you can study with your friends. When you return home you can show me your homework then I know you are studying.

Son: OK. I will show you my homework when I get home. Then you will be pleased to see how hard I am studying.

13. Module 4: Protection

13.1. Messages

1. Stay together when you travel
2. Schools are child friendly spaces.
3. Violence is not acceptable in school, at home or in the community
4. Play in safe areas away from strange objects

13.2. Background information

13.2.1. Key Concepts

Why is it important to stay close to your family when you travel?

Stay close to your family when you travel so that you are not separated from them. Let the youngest children walk in front so that you see them and can keep each other safe.

How can you help your parents to keep you safe?

If you go to school or out to play, tell your parents where you are going and when you will be back. If you are in a crowd place, stay close to your parents at all times.

12.2.2. How can education protect children and youth?

- Schools can act by providing basic services such as protection.
- In times of emergencies, education can save lives and provide children and youth with immediate physical protection from the dangers and exploitation of a crisis situation.
- Education lessens the psychosocial impact of conflict and disasters by giving a sense of normality, stability, structure and hope for the future.
- When a child is in a safe learning environment, he/ she is less likely to be sexually or economically exploited. They are less likely to be exposed to other risks, such as military recruitment, joining a fighting group or becoming involved in crime.
- Education can teach life-saving information such as how to avoid landmines/UXOs, how to protect oneself against sexual abuse, how to prevent HIV/AIDS, and how to access health care and food distribution.

12.2.3. How can teachers promote safe and protective learning spaces?

- Teach life skills such as landmine awareness
- Teach children how to protect themselves when traveling to and from school and at other times to reduce the chances of children being separated
- Create safe spaces for learning and play to protect them both physically and emotionally. Do this during emergencies too.
- Avoid corporal punishment (using physical force) and practice positive discipline methods
- Address issues of violence in the following ways:
 - Provide a safe and fair learning and teaching environment for all pupils
 - Make sure staff and students understand violence is unacceptable and against the code of conduct.
 - Teach effective communication and relationship skills, the management of conflict and help students to understand issues associated with the use of force.

12.2.4. Landmines and UXO

What are landmines and unexploded ordinance (UXOs)?

Land mines are small bombs which are made by man and placed underground. They can kill or injure people and animals and can destroy cars or parts of buildings. UXOs can be bombs, shells, mortars or grenades which have not exploded.

Where can you find landmines or UXOs and what do they look like?

Landmines and UXOs can be buried under the soil or they can be sitting on the soil. You can find landmines and UXOs in bushes, trees, and even in rivers or lakes. They can be dirty and old or bright or shiny.

What are warning signs to stay out of a mine risk area?

If you are in an area and you see a sign with a skull and bones or red painted stones, this is a warning that you cannot go play in that area. You must not walk there even if you think it is a short cut to get home. You must never risk walking in areas with these signs.

If you see white painted stones it means that it is safe. Sometimes along paths the stones are painted half white and half red. The red side points to the danger and the white side makes a path that you can walk along.

12.2.5. How does this topic relate to boys and girls?

- Both boys and girls are at risk of being separated from their families when travelling during emergencies. Teachers can teach children how to stay together and protect themselves.
- Both boys and girls can be abducted for forced military recruitment or during tribal conflicts.
- Boys and girls are equally at risk of landmines and UXOs. Knowing the signs of landmine dangers will help to reduce the risk.

13.3. Monitoring and evaluation

Remember to ask the following questions at the end of each lesson.

- What 2 things did you learn today?
- What information was new?
- What did you like doing the best?
- What will you share with your family?

Remember to write in a notebook

- What went well in the lesson? Why?
- What would I do differently next time?
- Which part of the lesson did the pupils seem most interested in? Why?
- Which part of the lesson did the pupils seem least interested in? Why?

At the end of the module use the check list for psychosocial symptoms again. Can you see any difference in the behaviour of the children in your class?

End of the module M&E

1. Are children walking to schools in groups? Is the youngest at the front?
2. Practice the fire drill and see if pupils can follow it correctly. Keep practicing until everyone knows what to do
3. Practice the landmine drill – can pupils remember what to do? What the signs represent?

13.4. Teacher Code of Conduct in Emergency Situations

The Code of Conduct for emergency situations and the protection module both emphasis how education can be protective (physical, mental and psychosocial) for children and youth especially in emergencies. By doing so, education can be both life-sustaining and life-saving.

Aspects relating to protection from the Teacher Code of Conduct for Emergency Situations are:

6. Teachers must wherever possible try to protect themselves and learners from dangers and make sure that emergencies do not interfere with learning or risk health and safety.
7. Teachers must promote a protective and positive learning environment however possible, being aware of risks in the area and respond or report security dangers.
8. Teachers must promote a protective and positive learning environment however possible, being aware of risks in the area and respond or report security dangers.

13.5. Activities to be used with the flip book: Protection

Activity 21: Spiders surprise

Flip book page 37

The spiders' surprise

1. Read the story to the pupils.

A ferocious lion was frightening the animals of the forest. He was breaking the law of the jungle, because he was killing animals all the time.

When the lion roared all the animals were terrified.

Even the elephants, who were strong and the giraffes who could run fast, were afraid.

But the very small animals, the spiders, were not afraid. The lion was not interested in them.

None of the animals were interested in them. They were too small to be noticed.

But they worried about all the others, so the spiders came together to make a plan.

They make a plan like this.

On the night of the full moon, all the spiders in the forest would make a big circle around the lion. All night we will spin our webs.

We will make them into threads. We will tie the threads around the lion. They will call the other animals. They will be surprised and happy.

So on the night of the full moon they made a big circle around the lion.

All night we spun their webs.

Then they made them into threads. They tied the threads around the lion.

When the lion woke up he thought "I can't move. I can't even open my mouth to roar."

The spiders said, "Now we will call the other animals. They will be happy the lion has been calmed down."

The lion looked sad. A tear fell from his eye.

The spiders ran to call the animals.

One by one the animals came and said

"Little spiders, thank you. You little ones together have done something that we big ones never thought of doing. Without making many noise you have tied up the lion!"

It's true the proverb our grandmothers told us "When spiders webs unite they can bind a lion.

2. **Ask and listen:** What do we learn from this story?

Answer: Many small spiders can stop a large lion or many small things can stop a large one.

3. Ask for volunteers to act out the story and take the parts of the spiders, lion, and other animals.
4. Read the story as the pupils act it out.
5. Divide the class into groups to retell and act out the story.

14. Module 4: Health

14.1. Messages

1. Wash your hands with soap and clean water
2. Most diseases are preventable if we practice healthy behaviours
3. Wash your face with soap and clean water to keep flies away from your eyes
4. Use safe water for drinking
5. To maintain our own and families health we need to practice safe sanitation.
6. Protect yourself from malaria. Sleep under an insecticide treated mosquito net wherever you are

14.2. Background information

14.2.1. What role do teachers have in addressing these health life skills during and after emergencies?

- Teaching about health and hygiene (e.g. hand washing with soap) can encourage positive life-long habits.
- Education can teach life-saving information to strengthen survival skills, coping skills and prevention of diseases e.g. diarrhoea.
- Teachers can encourage children and youth to be agents of change within their families and communities after they have learned health messages at school.
- Safe and clean school facilities (latrines and hand washing) help children and youth remain healthy.
- Teachers can be good role models for their students and community by practicing good health habits.
- Learning and practicing life skills will help children/youth understand and then use their knowledge to improve their lives.

14.2.2. How does this topic relate to boys and girls?

- Health life skills are equally important for boys and girls.
- Hygiene is very important during menstruation for girls and young women.

14.3. Monitoring and evaluation

Remember to ask the following questions at the end of each lesson.

- What 2 things did you learn today?
- What information was new?
- What did you like doing the best?
- What will you share with your family?

Remember to write in a notebook

- What went well in the lesson? Why?
- What would I do differently next time?
- Which part of the lesson did the pupils seem most interested in? Why?
- Which part of the lesson did the pupils seem least interested in? Why?

At the end of the module use the check list for psychosocial symptoms again. Can you see any difference in the behaviour of the children in your class?

End of the module M&E

1. Check pupils' hands, finger nails and faces for cleanliness. Are more pupils washing their hands and faces?
2. If pupils are not washing their hands, conduct the activity on washing hands and faces again.
3. Check the latrines – are they clean? Who is using them? Who is cleaning them?
4. Is the compound cleaner? Why?

14.4. Teacher Code of Conduct in Emergency Situations:

The Code of Conduct and the health module both emphasise how teachers play a key role in providing essential information through teaching children and youth health and hygiene promotion that can reduce the risk of death, physical harm and disease, especially in times of emergencies.

Aspects relating to health from the Teacher Code of Conduct for Emergency Situations are:

1. The teacher is a role model and demonstrates good behaviour such as respect for others, hard work, punctuality, responsibility and team work.
2. Teachers must promote a protective and positive learning environment however possible, being aware of risks in the area and respond or report security dangers.
3. Teachers encourage both boys and girls to participate fully in all learning opportunities.
4. Teachers must wherever possible try to protect themselves and learners from dangers and make sure that emergencies do not interfere with learning or risk health and safety.
5. Teachers try to understand inappropriate behaviour and provide guidance and support to address the cause of the problem.
6. In the classroom, teachers provide basic information about emergency risks and life skills.

14.5. Activities to be used with the flip book: Health

Activity 23: The boy who never washed his hands Flip book page 45

Storytelling: "The boy who never washed his hands"

1. Tell the story

Chol and Abdu were good friends. They like to play and run and shout very much. Chol like to pretend he was an artist. He would take the dirt near the river and he would make mud pots. He would rub the dirt onto his legs to make interesting patterns. Abdu liked to watch the birds in the water but would not go close as he did not like to get dirty.

One day Chol's sister Esther brought some rice for Abdu and Chol to eat. They were very hungry and took the rice and ate it straightaway.

When the boys had finished playing, they went home. Chol was holding his stomach when he got home and he didn't feel well. He went to bed and didn't want to eat. Several times he ran to the latrine.

Esther was a very kind sister and she looked after Chol. First she made him wash his hands with soap to remove all the dirt. Then she gave him lots of clean water to drink and nice hot nutritious food. Abdu visited Chol to ask him to play again but Chol was still not well. Abdu told Chol that he was ill because he had eaten his food with dirty hands and the dirt contained faeces and germs that made people ill. Abdu had clean hands when he ate the rice so did not get sick.

Chol promised that next time he would wash his hands with soap before he ate his food.

2. Divide the pupils into pairs. Ask one person to retell the story.
3. Ask the other pupils to retell the story but to change some parts. The boy becomes a girl, change the food item,
4. Divide the pupils into teams for a quiz and asks the questions below.

5. Quiz Questions

- What were the names of the children in the story?
- Where do the boys like to play?
- Are there any problems associated with playing near canals? What are they?
- What did Chol's sister bring him to eat?
- How did Chol feel the next day?
- Why was he sick? Can you explain?
- How did Esther look after her brother?
- What should we do before eating?
- Why is it important to wash our hands?
- Why is diarrhoea dangerous?
- What can happen if you do not have enough to drink?

6. Retell the story again. Ask for volunteers to play the parts of Chol, Abdu and Esther.
7. Act out the story.

Activity 24: Hand washing

Flip book page 45

Hand washing

1. Arrange the pupils in a circle.
2. Ask for a volunteer. Put some oil on her hands then put some chalk on top.
3. Explain:
 - The oil represents the natural oil in our skin.
 - The chalk represents germs. We can get germs from dirty things or when a sick person sneezes or coughs near us.
4. Ask the volunteer to shake hands with another pupil.
5. Ask:
 - What has happened to the other pupils hands?
 - If the volunteer meets other people and shakes their hands what will happen?
6. Ask the volunteer to wash their hands in water only then show the pupils their hands.
7. Ask:
 - Are the hands clean?

- What color is the water?
8. Ask the second pupil to wash their hands in water using soap then show the pupils her hands.
 9. Ask:
 - Are the hands clean?
 - What color is the water?
 10. Replace the water in the bowl.
 11. Show your hands to the pupils. Ask if they are clean or dirty? (They look clean)
 12. Now wash your hands.
 13. Show the pupils the water.
 14. Ask:
 - What color is the water? [it is no longer clear]
 - What has made it like this? [The dirt that comes off hands that seemed clean.]
 - How can we clean our hands at home and in school? [use ash or soap and water]
 - Why is soap important?
 - Do you have soap and water near your latrine at home?
 15. Remind the pupils to wash your hands with soap or ash before eating food.

Activity 25: Fly Story

Flip book page 47

Fly Story

1. Read the story and show the pictures.

Picture 1: This is the story of a tiny, tiny fly.

He is very small but he can cause lots of trouble by making lots of people sick. We will call him the Trouble Maker. The Trouble Maker woke up as usual in his favourite place; a pile of dog faeces and rubbish. It smelt beautiful to him. He was covered in dog faeces but he didn't care. He was very dirty. He yawned and stretched and decided he was hungry.

Picture 2: The Trouble Maker went up to a man's hand. He crawled all over the hand but there was no food.

Picture 3: zz ... zz ..zz He flew into a house nearby and saw some food on the floor. So he landed on the rice and nibbled and sat and defecated all over it. He was very pleased with himself. Some of his friends - other flies arrived and also ate the rice. Then two men came in and sat down and started to eat the rice. They were busy talking and did not brush the flies away. So the flies ate and the men ate; all together.

Picture 4: After a few minutes the Trouble Maker and his friends went to a pile of faeces in the field. They stayed there for 10 minutes before a man took it away. Inside a room the fly found a baby sleeping. One of his eyes looked a little sticky; the Trouble Maker was very interested. A nice tear for him to sit on; another fly was sitting on the baby's mouth.

Later in the day the two men who had eaten the rice got stomach pains and diarrhoea. Do you know why?

Next day the baby got an eye infection and nasty sores around his mouth. His mother had to take him to the doctor. His mother did not know why he became sick. Do you?

2. Ask: How did the fly make people sick?

Answers

- He slept in the dirty rubbish which was not disposed of properly
- He sat on the food which was not covered
- He visited a dirty toilet
- He sat on the baby's face
- He was attracted to the dirty noses of the other children]

3. Divide the pupils into pairs.

4. Ask the pairs to retell the story.

5. **Explain:**

Flies are very small creatures but they can cause us a lot of harm by spreading disease if we do not care for our environment.

Activity 26: Parts of an eye

Flip book page 49

Parts of an eye

1. Divide the pupils into pairs.

2. Ask each pupil to look carefully at their partners eyes. Draw the parts of the eye.

- Eye brow
- Eye lids
- Eye lashes
- Eye ball
- White part of eye (Sclera)
- Black part of eye (pupil)
- Coloured part of eye (iris)
- Corner of eye near the nose – tear duct

3. Instruct the pupils in pairs to look at the eye –

4. Ask:

- Does it look healthy?
- Is it bright, clear, no discharge, no redness?
- Is it clean around the eye lashes?
- What color are the eyes?

5. Ask each pair to tell you about their eyes.

6. Ask: What colour can the iris be?

Answer: brown, blue, green, grey)

7. Draw two pairs of eyes on the chalk board. One with the eyelashes normal, the other with the eyelashes turned in and touching the eye ball, (add some redness if you have red chalk)

8. Ask:

- Are the eyes the same?
- What is different? Why?
- What should you do if you see a child with the eye lashes touching the eye ball?

9. If you know someone whose eyelashes touch their eyes you should take them to go to the clinic.

Activity 27: Parts of an eye

Flip book page 49

Visualisation

1. Ask the pupils to close their eyes.
2. Tell the pupils to scratch their hands. How does it feel? Tell them to scratch their arms. Then their shoulders, then their neck, then their cheeks. How does it feel?
3. Tell pupils to open their eyes.
4. Ask: How would it feel to scratch their eyes?
5. Explain that if you get trachoma your eyelashes turn in and scratch your eyeball, over and over again. This is called trichiasis and can cause blindness. Trichiasis is very painful and when someone is blind from trachoma, they will never see again.

Activity 28: Make a fly swat

Flip book page 49

Make a fly swat

1. Explain: We are making a fly swat so that we can eliminate flies.
2. Ask: Who has a fly swat in the community? Describe the fly swat?
3. Explain: A fly swat can be made of many different materials like palm leaves, bamboo, sticks, tyre inner tube or other suitable materials.
4. To make the fly swat tie local materials to a bendy stick.
5. Ask the pupils to make the fly swat at home and bring it to school to show everyone.
6. Explain that you will have a competition – How many flies can you kill with your fly swat before you come to school tomorrow.

Activity 29: Rules for using a latrine

Flip book page 53

Rules for using a latrine

1. Explain: However well constructed the latrine is, if it is not used correctly it can still be unhygienic and spread diseases.
2. Divide the pupils into groups.
3. Explain: Each group has to imagine they have a visitor that has never used a latrine before. Develop a list of instructions or rules for using a latrine. One pupil can write the rules on a paper. You have 10 minutes for this activity.
4. Ask each group to read out their rules.
5. Discuss which rules are most important.
6. Summarise the rules for using a latrine:

Rules of using sanitary latrines

- Wear sandals in the latrine so feet do not touch the slab.
- Pour a little water on the slab so that no faeces will stick to it.
- The user places their feet on the foot marks before they squat.
- The hole should be behind them.

- After passing faeces, use water and soap to clean the anus with the left hand.
 - Hold the water container, tap or mug in the right hand.
 - Clean the left hand first using soap or ash.
 - Then wash both hands with soap.
7. Ask: What maintenance we need to carry out with a ring slab latrine?
 8. Ask pupils discuss what is needed. Add any points that are missing at the end.

Latrines need the following maintenance:

- Latrines have to be cleaned everyday using a brush, detergent and water.
 - Make sure there is no excrement on the slab or sealed part.
 - Take care during cleaning not to damage the sealed part.
 - When the latrine hole/pit becomes full of excrement, a new latrine needs to be constructed at least 4 hands from the old latrine.
9. Ask: Whose responsibility is it to maintain the latrine?

ANNEX 1:

South Sudan Teachers' Code of Conduct for Emergency Situations

Introduction

This Teacher Code of Conduct is designed to complement the *South Sudan Teacher Code of Conduct* (2008). It is intended for use in emergency situations, where teachers might not be trained on the full Teacher Code of Conduct and where there are particular protection and safety concerns that teachers must be aware of.

The *Teacher Code of Conduct for Emergency Situations* is designed to lay out the responsibilities of teachers in emergency situations and the relationship between teachers, learners, and the community during times of crisis and beyond. It also describes how teachers can support each other during emergency situations so that they can cope and contribute to the post emergency recovery.

In this document, “teacher” refers to any adult who is supervising learning in a classroom or temporary learning space. Often in emergency situations, this might include formally trained government teachers or untrained trusted volunteers from the community.

Teachers have a very important role to play during emergency situations; this Code of Conduct is designed to support teachers in their work to continue providing protective education to the children of South Sudan during emergencies because they are our future.

Responsibilities

In the classroom, teachers...

- Must be present and on time for class. Any absence should be authorized and communicated to learners in advance. A class register should be taken.
- Must be prepared to teach and must not be under the influence of alcohol or drugs.
- Must promote a protective and positive learning environment however possible, being aware of risks in the area and respond or report security dangers.
- Should maintain political neutrality and promote peace and social responsibility.
- Is a role model and demonstrates good behaviour such as respect for others, hard work, punctuality, responsibility and team work.
- Displays a basic competence in educational methods and the subjects to be taught, using lesson plans or schemes of work if possible.
- Provide basic information about emergency risks and life skills (e.g. landmine awareness, hand washing, disaster preparedness) and discuss children's fears openly.

Teachers must do no harm...

- Respect learners' rights and dignity without discrimination according to gender, tribe, language, religion, age or ability.
- Do not use any actions or language that is physically or psychologically violent including sexual harassment.

A teacher should provide care and support...

- Teachers must wherever possible try to protect themselves and learners from dangers and make sure that emergencies do not interfere with learning or risk health and safety.
- Provide a learning environment where there is trust and where everyone is respected.
- Promote learners' self-esteem, confidence and self-worth. Encourage children to play.
- Promote high expectations of learners and help each student to reach his/her potential even in difficult circumstances.
- Listen to and observe learners who have experienced stressful events and provide support.
- Where necessary, refer the learner to other colleagues or supportive community members, respecting the privacy and wishes of the child.

A teacher should use appropriate discipline...

- No physical punishment, shaming or humiliation (such as caning, making children kneel down, pinching the ears of children, scratching, or name calling) is permitted – in emergency situations learners are already exposed to physical risks and stress outside the classroom – school must be a safe place to be.
- Teachers try to understand inappropriate behaviour and provide guidance and support to address the cause of the problem.

Relationships

Teacher - Learner

- Teachers encourage both boys and girls to participate fully in all learning opportunities.
- Teachers should try to include children who might find it difficult to attend classes during emergencies – girls, children with disabilities or other vulnerable groups.
- Teachers shall never use physical, verbal, psychological or sexual violence against any learners.

- Teachers must ***never*** have any kind of sexual relationship with a learner. Both forced and agreed sexual relations are illegal and abusive. See below for mandatory penalties.

Teacher - Community

- Teachers encourage parents to support and participate in their children’s learning, both boys and girls.
- Teachers recognize the importance of family and community involvement in school
- Teachers support and promote a positive image of the school within the community.

Teacher - Teacher

- Teachers respect each other’s rights and dignity without discrimination according to gender, tribe, language, religion, age or ability.
- In emergencies, even experienced teachers might find it difficult to cope with the crisis and the new challenges faced. Teachers can discuss challenges and stressful experiences, and support each other to set goals and address problems one at a time.

Penalties for violating the Code of Conduct

Teachers who do not meet the ethics and good practice laid out in this Code of Conduct will be disciplined either through suspension or termination of employment or other penalty agreed by the Head Teacher, Parent Teacher Association, School Management Committee or Board of Governors and County Education Office, as appropriate. Legal prosecution may also be pursued.

Signatures of Commitment

Teacher Name: _____ Signature: _____

Head Teacher Name: _____ Signature: _____

Chair of the PTA Name: _____ Signature: _____

Minister of Education _____ Signature: _____

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